

## THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST (TIP)

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**PEER** — The Survey of Peer Relations } for on-the-spot or self-scoring if desirable.  
**GROUP** — The Survey of the Work Group  
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## Journal of Occupational Psychology

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If you are planning to write a book, have just written a book, wrote a book several years ago and the sales are down, or you simply read books, request that the publishing company advertise in *TIP*. It is expensive to produce *TIP*; we can use all the revenue you can generate. Have the publisher contact **Larry Fogli** at the *TIP* offices or pass along the advertising rate information which appears at the end of this issue.

## A Message From Your President

MARY L. TENOPYR

As my term of office draws to a close, it is time to acknowledge the splendid efforts of all of the people who made Division 14 work this year. The Executive Committee consisting of **Victor H. Vroom, Lewis E. Albright, C. Paul Sparks, Benjamin Schneider, Kenneth N. Wexley, Frank L. Schmidt, Virginia E. Schein, Paul W. Thayer, Richard J. Campbell, Milton R. Blood, and Milton D. Hakel** is especially to be commended.

The committee chairs also turned in splendid performances. They are **William A. Owens, Jr., Stephen L. Cohen, Karlene H. Roberts, Virginia R. Boehm, Robert F. Boldt, Jarold R. Niven, M. A. Fischl, Arthur C. MacKinney, Walter W. Tornow, Frank J. Smith, David W. Lacey, J. Richard Hackman, C. J. Bartlett, Irwin L. Goldstein, and William C. Howell**. Special thanks are due our *TIP* Editor, **Sheldon Zedeck**. Last, but not least, I wish to thank all of the committee members and individual contributors who have continued to make Division 14 one of the most active Divisions in APA.

Those of you who are attending the convention this year should be certain that you attend the annual Division 14 business meeting. There are two matters of importance being taken up there. First, there will be a straw vote on whether the division should incorporate. As can be determined from the Long Range Planning Committee's report in this issue, there appear to be a number of advantages to incorporation and few drawbacks. A straw vote of the Executive Committee at its May meeting resulted in overwhelming support for incorporation. I urge you to study the issues carefully and give your questions to me prior to the meeting; otherwise please come to the meeting with your questions prepared. The incorporation proposal will be the main subject of discussion at the open forum at the convention.

A second matter of importance for the business meeting is a discussion on a by-laws amendment to provide a combined continuing education and workshop committee. We have had an *ad hoc* Continuing Education Committee for several years. This committee, under the leadership of **Irwin L. Goldstein**, has done a commendable job of developing continuing education plans. It appears that with continuing education being mandated by law in many states, it is time to give continuing education activities formal recognition in the division's structure.

The revision of the Division 14 *Principles for the Validation and Use of Personnel Selection Procedures* has been approved by the Executive Committee; it should be going to press at this writing and will be mailed free of cost to all members. Thanks are due **William A. Owens, Jr., C. Paul Sparks**, and members of the drafting committee, whose diligent review efforts and thoughtful comments contributed greatly to the document. Also, I extend appreciation to the many other members who commented on the drafts. I believe we have a useful set of principles which will serve as guidance to members.

The problems with testing legislation still continue at this writing. An early markup on H.R. 4949 was averted. I wish to thank all of the individuals and organizations who wrote to Chairman Perkins of the U.S. House of Representatives Subcommittee on Elementary, Secondary, and Vocational



Education at the time a markup was pending. We will continue to monitor and attempt to influence events in Congress. I also wish to thank those members who have influenced the course of "Truth in Testing" legislation in their own states. The fact that none of the states, except New York, to date has passed such legislation is being used effectively with the U.S. Congress.

The State of California legislation, which would have made it a crime for an employer to request private or personal information, even if for research purposes, such as validating biodata, has been withdrawn in the Senate. This bill had passed the Assembly 48-21. A number of Division 14 members acted swiftly and effectively to counteract this ill-conceived proposed legislation. Our thanks to the West Coast contingent!

All of this legislative activity on the state level points to the wisdom of the Executive Committee's formation of an *ad hoc* Committee on State Affairs. I hope all members whose services on the state level are sought will cooperate with **William C. Howell**, chair of this committee.

An important activity which will occupy the Professional Affairs and the Education and Training Committee for the remainder of this year and part of next year will be the development of the division's guidelines for education and credentialing. As we have found guidelines of other groups being imposed upon us, we have felt the necessity to develop our own document in this area. Any of you who have suggestions in this area should get in touch with **A. C. MacKinney**, chair of the Professional Affairs Committee or **Stephen L. Cohen**, chair of Education and Training.

Other division activities have been going smoothly; the convention program has been finished; the workshops have been planned; fellow nominees have been selected. The *ad hoc* Legal Issues Committee chaired by **C. J. Bartlett**, has prepared comments on the EEOC Guidelines on Sexual Harassment. The division is being supportive of the intent of these guidelines, but is concerned about rules of evidence and First Amendment rights. The Innovations in Research Methodology Conference planning under the leadership of **J. Richard Hackman** is going along well.

Again, be sure to attend the business meeting this year. Finally, my heartfelt thanks to all of you!

### SPECIAL ANNOUNCEMENT

Division 14 membership is now open to APA Students in Psychology upon application to the I/O Membership Chair. Interested students should address requests for application material to **M. A. Fischl**, U.S. Army Research Institute, 5001 Eisenhower Ave., Alexandria, Va. 22333.

## 14 TIPBITS

SHELDON ZEDECK

This issue completes volume 17 and, also, completes our first editorial year. One of our concerns at the outset was the degree to which *TIP* was read by the membership. Our crude analysis of the letters received in the *TIP* office indicates that members read *TIP*, first and foremost, to make certain that their names are spelled correctly! *TIP* is obviously proofed immediately by the membership since often we receive letters regarding corrections from our West coast readers before the East coasters had even received their copies. With regard to such errors, we apologize to **Ed Levine** whose correct name is Edward and not Edwin. Also, Levine's workshop partner, **Cornelius** (another Ed) has published in *Psychometrika* and not in *Psychometrica*. The other error reported by Ed, pertaining to the description of their workshop, will not be corrected in this issue since by the time the members receive the August issue they will have already enrolled in the workshops—in spite of the error.

Members also respond to our requests. For example, we requested back issues of *TIP* so that we could establish a Division 14 archive. Recent contributions from **Joel T. Campbell**, **Milton Blood**, and **Jim Naylor** result in only volume 11, issue 2 being missing from our archive. In another vein, we have expressed concern that *TIP* appears too preoccupied with EEO, truth-in-testing, and guidelines. Evidently this is not the case. I/O psychologists are also interested in burnout, as indicated by the following abstract which was sent by **Les Bodian** to *TIP* for review: "I/O faculty and graduate students at a large eastern university were interviewed on the subject of how many I/O psychologists it takes to change a light bulb. Rational factor analysis of the interview data suggested a need for at least 7: one to write the grant proposal, one to assess the need for light, one to design the evaluation methodology, one to devise a selection procedure for the replacement bulb, one to serve as a process consultant, one to criticize the methodology, and one to conduct an exit interview with the terminated bulb. The implications of these findings for the broader issue of how many I/O psychologists can dance on the head of a pin are discussed."

Since the above reflects our success, we will try another request. Practice has been to send I/O and OB departments up to 15 free copies of *TIP* to be given to graduate students. Now that we have a student affiliate member status we would like to revise and update our departmental list beginning with volume 18 (November 1980). Write to the *TIP* office and indicate how many copies you need for distribution to students. In the meantime, "share your *TIP*" with students. Also, share your ideas about *TIP* with us at the APA convention, Division 14 social hour. The complete Division 14 program is printed in this issue. Of special note are the Open Forum and Business Meeting sessions which will deal, in part, with Division 14 incorporation (see the LRP reports in this issue). Another session of interest at the convention is the **APA Commission on Organization hearing, Wednesday, September 3, 2:00-4:50** in the **St. Maurice Room** of the **Queen Elizabeth Hotel**. **Ben Schneider**, LRP chair, will represent the division at the Commission hearing. The commission is concerned with APA reorganization (see the May 1980 issue

of *TIP*). Your reactions towards Draft 3, printed in the July *Monitor*, should be sent to Ben at the **Department of Psychology, Michigan State University, East Lansing, Michigan 48824.**

#### NEWS AND NOTES...

The National Institute of Handicapped Research (NIHR), in conjunction with its competitive grant review process and scientific peer review of grant applications, requests that persons willing to serve as members of NIHR scientific paper review committees and review the scientific/technical merit of grant applications assigned to the committees during fiscal year 1980 should submit a current curriculum vitae to the following address: **Dept. of HEW, NIHR, 3418 Switzer Building, 330 C Street, S.W., Washington, D.C. 20201. Attn: Peer Review Unit.**

The Houston I/O group, HAIOP, begins its third year in September with a growing membership roll (presently 70) and an increased level of both professional and academic activity. Anyone passing through or near Houston is cordially invited to attend HAIOP's meetings. They are held at either the University of Houston or Rice on the first Monday of each month (social hour at 4:30 PM; program around 5:00 PM). If too many come through at the same time, the Astrodome is used. Contact **Rich Arvey** (713-749-1835) or **Bill Howell** (713-527-4850) for details.... HAIOP has initiated a job information service for the benefit of its members and employers. Position descriptions for I/O psychologists or related professionals are distributed monthly to its mailing list. *TIP* readers are invited to utilize this service by sending position descriptions to **Edward Kahn, HAIOP Job Information Service, P.O. Box 61352, Houston, Texas 77208 (713-241-2386)**.... While in Texas, **Rabi Bhagat** (1979 Cattell Award Winner) invites all to visit him at the Univ. of Texas at Dallas.

**Tom Jeswald** is interested in communicating with *TIP* readers who may be studying *apprenticeship* as a means of occupational entry. He is particularly concerned with the impact of computers and other new technology on jobs which traditionally have been considered "crafts." Contact him at **The Lakeside Press, R.R. Donnelley & Sons, 2223 Martin Luther King Drive, Chicago, Ill. 60616**.... **Joel Moses** reports that AT&T's Management Research Group has sponsored 7 summer interns. In addition to NYU interns **Bob Lorenzo**, **Lisa Richland** and **Joyce Herlihy**, **Jack Gordon** (Ohio State), **Nancy Small** (Univ. of Georgia), **Arnon Reichers** (Michigan State University), and **Jackie Landau** (Cornell University) are all furthering the cause of I/O Psychology at AT&T.

*TIP* congratulates (and offers moral support to) **Lyle Schoenfeldt** who has become the editor of Division 5's newsletter, *The Score*. Several members of his board are also members of Division 14—**Jack Menne**, **Frank Schmidt**, **Scarvia Anderson**, **Jim Ledvinka**, and **Ed Fleishman**.... **Larry Cummings** has been appointed as the Donald C. Slichter Research Professor at the University of Wisconsin-Madison. He also was recently elected to the Presidency of the Academy of Management.

**Frank Sterner** is now VP, Human Resources Management and Corporate Planning with Johnson Controls, Milwaukee, Wisconsin.... **William Mobley** is moving to Texas A & M University as Professor and Head, Dept. of Management, College of Business Administration, College Station, Texas....

**Arthur Brief** will be joining the faculty of the Graduate School of Business at NYU in the Fall.... **Sandy Marshall** and **Douglas Black** have joined **Jan Wijting** and **George Hollenbeck** at Merrill Lynch Pierce Fenner and Smith.... **Jonathan Smith** will be joining the faculty of the Psychology Dept. at University of Akron.

Finally, it is with deep personal sadness that I report that **Edwin E. Ghiselli** died on June 26, 1980 while touring Italy. I/O psychology has lost its pioneer and I have lost a friend.

THE DEADLINE FOR RECEIPT OF ITEMS  
FOR THE NOVEMBER ISSUE OF *TIP* IS  
**SEPTEMBER 15, 1980**

### Doug Bray Nominated for APA Award

Division 14 has nominated **Doug Bray** for the 1980 APA award for Distinguished Contributions to Applied Psychology as a Professional Practice. A nominating letter was sent to APA by Division 14 President **Mary Tenopyr** along with a summary of the highlights of Bray's work, prepared by the Professional Affairs Committee.

In acknowledgment of his work in developing and implementing the assessment center method, Division 14 honored Doug with its first Professional Practice Award in 1977. Yet not only has his work greatly benefited those in Industrial/Organizational practice, it has extended into the broader practice of psychology with applications to research methodology and professional certification.

Originally developed as a research tool for the Management Progress Study, which Bray began at AT&T in 1956, the assessment center method has expanded nationally and internationally as a highly effective tool for personnel selection. Bray continues to develop the method as a research tool for studying such diverse subjects as middle life, generational changes, and managerial stress. An important professional application was his development of the method for evaluations of professional competence in the practice of clinical psychology by ABPP.

To support Doug's nomination for the award, letters were sent to APA by **John Campbell** and **Bob Perloff**, as well as several noted clinicians (**Ted Blau**, **Joe Rychlak**, **Ted Riess**, and **George Albee**). Frequently mentioned in appreciation of Doug's work was his careful attention to developing a solid research base for assessment centers in addition to his role as a leader and catalyst in spreading the method as an applied professional practice. Doug's contributions to professional affairs have also not gone unnoticed. In addition to the many leadership positions he held in Division 14, including past-President, Doug has served on and chaired many APA committees and task forces.

## Division 14 Income Survey

### WAYNE SORENSON and ANN DURAND

The biennial survey of the incomes of Division 14 members has been completed and analyzed. Income and employment data were collected by a questionnaire mailed to the Division 14 membership during March 1980. By May 12, 1980, 946 questionnaires were returned out of a total of 1,885. The overall response rate of 50% was similar to that obtained in previous years.

A detailed report summarizing all the findings from the survey will be available upon request beginning September 1980. Such requests should be directed to the authors at the State Farm Insurance Companies, One State Farm Plaza, Bloomington, Illinois 61701.

A few of the principal findings are summarized below:

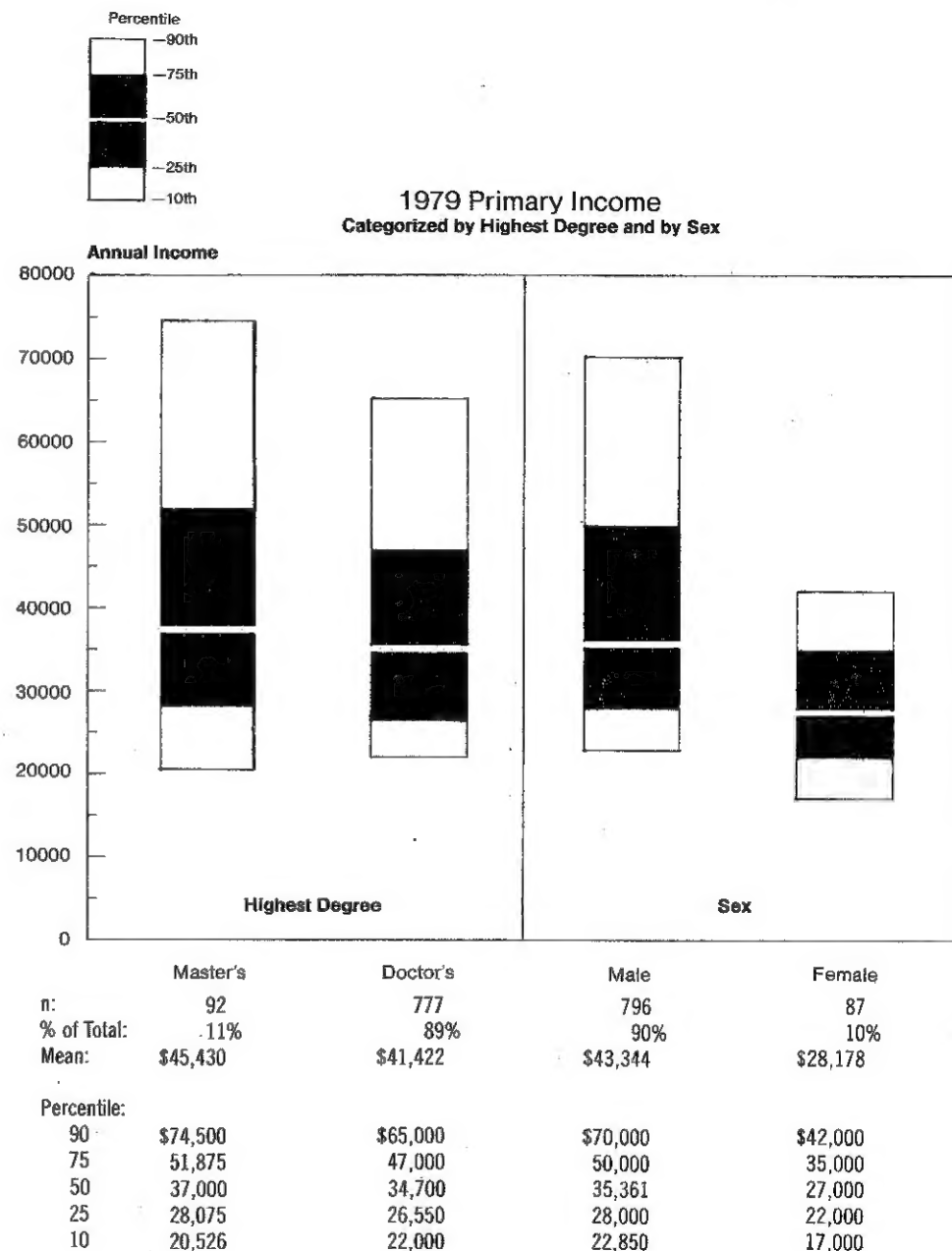
1. The median 1979 income for Ph.D.s (males and females) responding to the survey was \$34,700. Twenty-five percent earned more than \$47,000, and 10% earned more than \$65,000. Once again, the median income for Masters level individuals (\$37,000) was higher than the median for individuals with Ph.D.s.

2. The median 1979 income for females (Ph.D.s and Masters) responding to the survey was \$27,000 compared to \$35,361 for males. Additional analyses investigating possible explanations for male/female differences showed that 86% of the female respondents were Ph.D.s compared to 90% of the males. Males were somewhat older, on the average, than the females—44 versus 40 years old. A higher percentage of the females (14%) than of the males (6%) listed the government as their primary employer. A slightly larger percentage of the males (14%) than of the females (11%) were consultants (whose income tended to be considerably higher than average). Differences in median income were substantial within most groups of males and females that were compared (e.g., categorizations based on highest degree obtained, age, number of years since degree, major job activity, and principal employer). One of the smallest male/female differences observed was for individuals who had received their Ph.D.s within the last two to four years. The median for males in this group was \$27,000 compared to \$25,000 for females. This smaller difference for relatively new Ph.D.s suggests that the income gap between males and females may narrow in the coming years.

3. The median income for male Ph.D.s increased from \$31,000 in 1977 to \$35,000 in 1979. This followed increases of approximately \$2,000 from 1973 to 1975 and about \$3,000 from 1975 to 1977. The median income for males with Master's degrees only increased from \$31,975 in 1977 to \$39,900 in 1979, an increase of almost \$8,000.

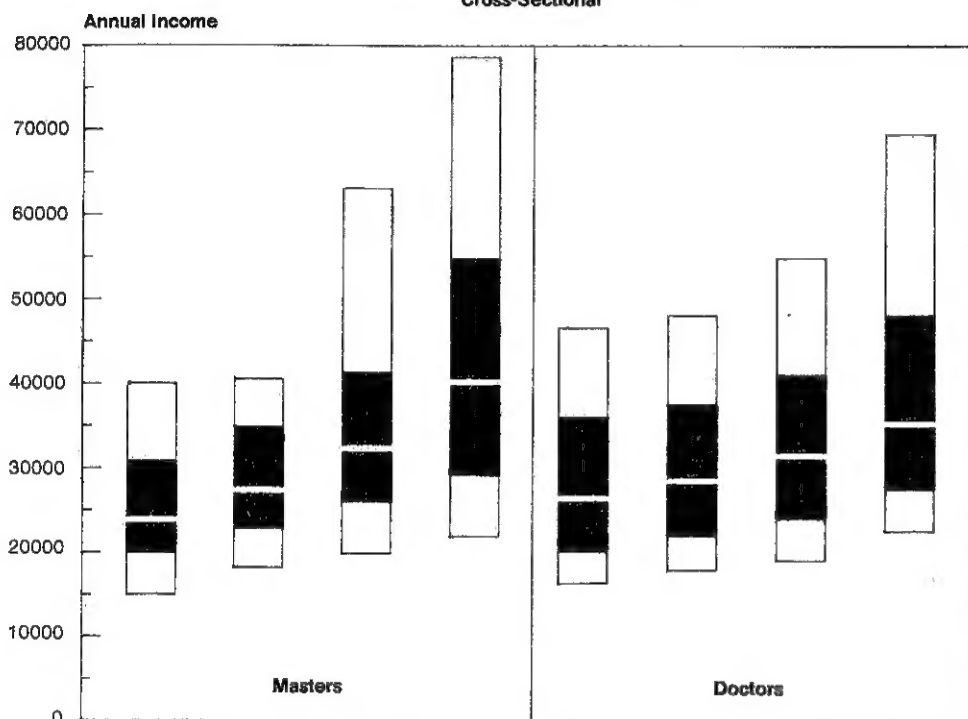
4. Longitudinal data were available for a subgroup of the respondents who had also returned income questionnaires in prior years. This group had a higher level of income than did all respondents to the current survey and the rate of increase in median income over the period covered by the longitudinal data (1973 through 1979) was also greater for this group.

5. Increases in median income from 1977 to 1979 were not large enough to keep pace with the rate of inflation as measured by the Consumer Price Index for All Urban Consumers. Almost all categories analyzed increased at a rate somewhat lower than the general rate of inflation. One noteworthy

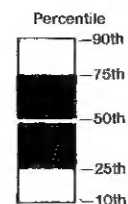




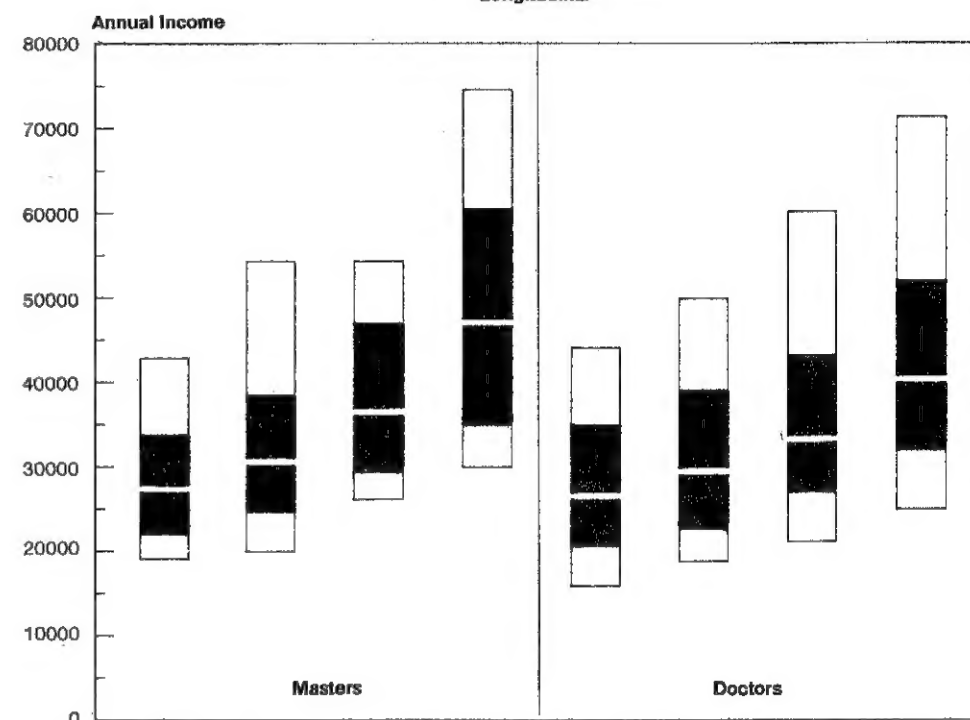
### Primary Income (Males) Cross-Sectional



	1973	1975	1977	1979	1973	1975	1977	1979
n:	84	99	87	80	462	520	639	704
Mean:	\$25,615	\$29,798	\$38,351	\$48,061	\$30,518	\$31,539	\$35,848	\$42,784
Percentile:								
90	\$39,983	\$40,483	\$63,000	\$78,700	\$46,640	\$48,000	\$55,002	\$69,500
75	30,680	35,013	41,500	55,000	35,959	37,517	41,025	48,000
50	23,340	27,025	31,975	39,900	26,221	28,032	31,000	35,000
25	20,000	22,950	26,000	29,250	20,300	22,016	24,048	27,500
10	15,000	18,195	20,000	21,900	16,400	17,972	19,200	22,750



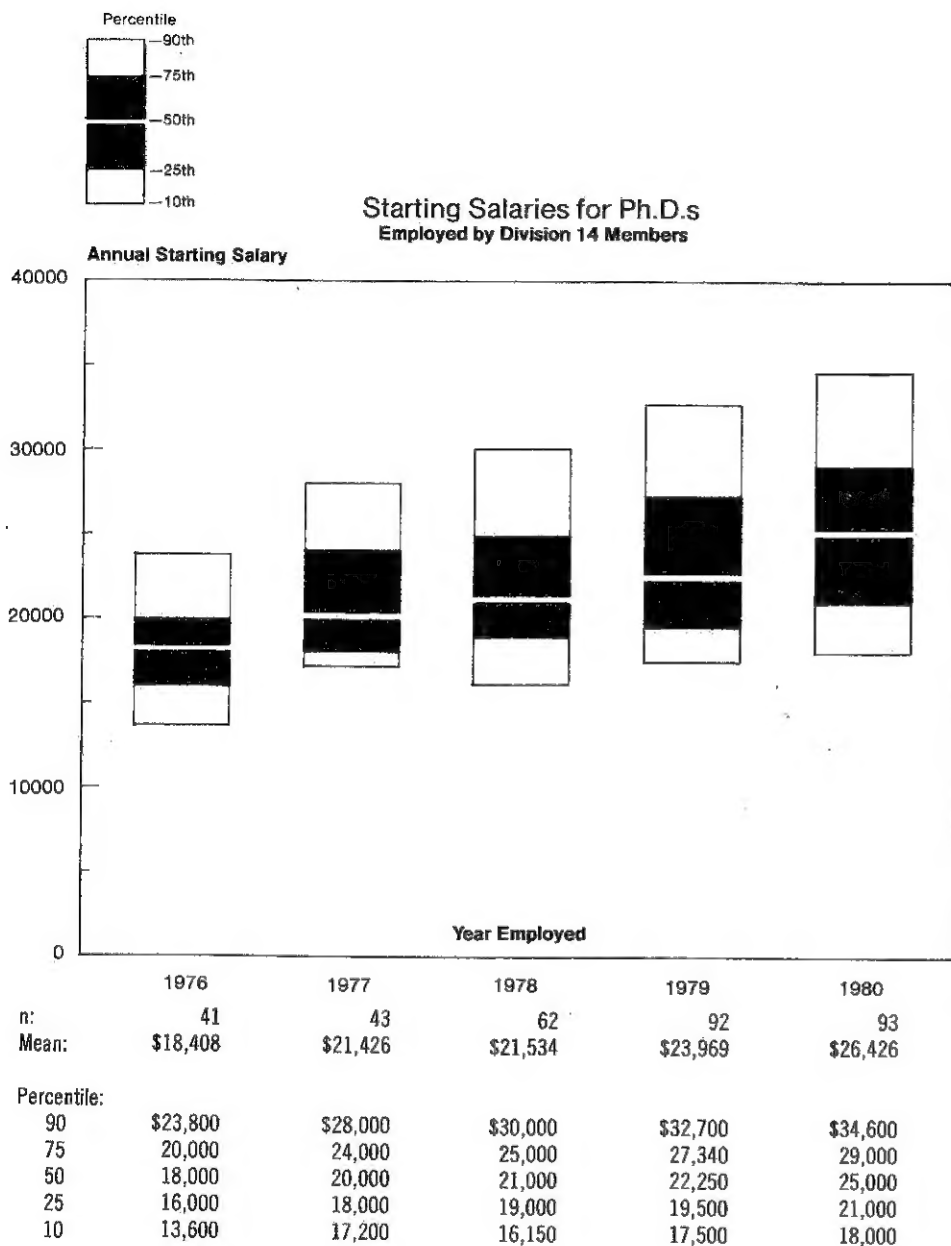
### Primary Income (Males) Longitudinal<sup>a</sup>



	1973	1975	1977	1979	1973	1975	1977	1979
n:	33	38	35	42	245	277	289	324
Mean:	\$29,102	\$33,814	\$39,731	\$51,360	\$29,172	\$32,385	\$37,902	\$45,443
Percentile:								
90	\$42,930	\$54,300	\$54,200	\$74,500	\$44,000	\$49,920	\$60,000	\$71,350
75	33,775	38,500	47,000	60,500	35,000	39,000	43,179	52,000
50	27,000	30,375	36,000	46,600	26,000	29,000	33,000	40,000
25	22,100	24,672	29,299	34,880	20,650	22,500	27,000	32,000
10	19,100	20,000	26,200	30,000	15,972	18,680	21,000	25,000

<sup>a</sup>Longitudinal data were derived from individuals who responded in any three of the four years including 1979.





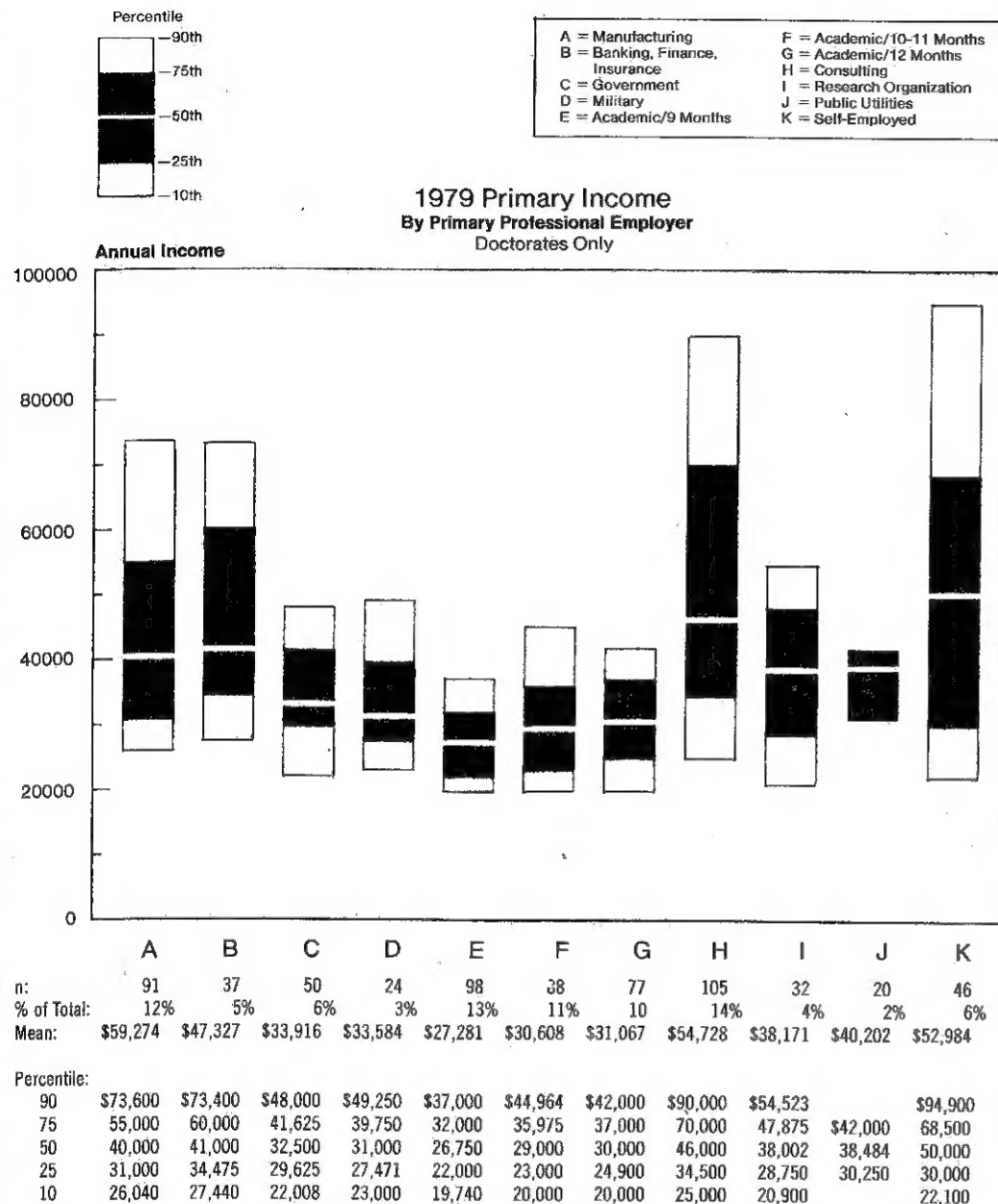
### Comparison of 1977 and 1979 Income For Selected Groupings of Division 14 Members

Division 14 Grouping	1977 Median Primary Income <sup>a</sup>	1979 Median Primary Income <sup>a</sup>	Percent of Change In Median Primary Income 1977-1979	Adjusted 1979 Median Primary Income <sup>b</sup>	Percent of Change In Median Primary Income With 1979 Income Adjusted
Degree					
Ph.D.	\$39,976 (699)	\$34,700 (777)	12.0%	\$28,970	- 6.5%
Masters	30,346 (103)	37,000 ( 92)	21.9	30,890	1.8
Age <sup>c</sup>					
< 29	23,675 ( 19)	24,250 ( 22)	2.4	20,246	-14.5
30-34	23,400 (144)	29,000 (141)	23.9	24,211	3.5
35-39	28,800 (147)	30,500 (177)	5.9	25,463	-11.6
40-44	33,987 ( 89)	35,390 (116)	4.2	29,546	-13.1
45-49	36,000 ( 90)	40,000 ( 89)	11.1	33,395	-7.2
50-54	39,990 ( 76)	45,000 ( 90)	12.5	37,569	- 6.0
Sex					
Male	31,015 (736)	35,361 (796)	14.0	29,522	- 4.8
Female	27,600 ( 74)	27,000 ( 87)	- 2.2	22,541	-18.3
Years Since Doctoral Degree <sup>c</sup>					
5- 9	27,990 (172)	31,043 (208)	10.9	25,917	- 7.4
10-14	33,975 (125)	36,000 (139)	6.0	30,055	-11.5
15-19	36,017 ( 70)	41,400 ( 87)	14.9	34,563	- 4.0
Location <sup>c</sup>					
Metro New York	37,250 ( 97)	39,000 (107)	4.7	32,560	-12.6
Not in Metro New York	30,002 (596)	33,690 (650)	12.3	28,127	- 6.2
Major Job Activity <sup>c</sup>					
Management	38,700 (140)	41,050 (184)	6.1	34,271	-11.4
Research	27,992 (113)	30,000 (113)	7.2	25,046	-10.5
Teaching	24,958 (137)	27,000 (187)	8.2	22,541	- 9.7

<sup>a</sup>Numbers in parentheses are the sample sizes.

<sup>b</sup>1979 median incomes were adjusted to reflect 1977 dollars, based on the Consumer Price Indices for all Urban Consumers for 1977 and 1979 listed in the Survey of Current Business, February and March, 1980.

<sup>c</sup>Includes doctorates only.



example was the category consisting of female respondents, whose actual median income decreased by 2%. When the 1979 median income for females was adjusted using the Consumer Price Index to reflect 1977 dollars, it was found that their median earnings decreased 18%. As this was not a longitudinal comparison of the same individuals over the two-year period, the entrance of new Ph.D.s into the Division 14 membership as well as into initial jobs (at comparatively lower salaries) may contribute to the appearance of income levels failing to keep pace with inflation. However, the categorization of Ph.D.s by number of years since degree shows that even those who earned their degrees more than four years ago experienced a reduction in income when 1979 income was adjusted to reflect 1977 dollars.

6. Incomes for Ph.D.s employed in Metro New York continued to be higher, overall, but increased less than the incomes of people not in Metro New York. The median income of individuals located in Metro New York was more than \$5,000 higher than the median income of individuals in other areas.

7. The median income for Ph.D.s whose jobs consisted mainly of management activities was \$41,050, some 18% higher than the overall median for all Ph.D.s. The median incomes for Ph.D.s engaged in research and in teaching activities—\$30,000 and \$27,000, respectively—were lower than the overall median.

8. Starting salaries for new Ph.D.s employed by Division 14 members rose sharply during the period from 1976 through 1980. Median starting incomes increased from \$18,000 to \$25,000 (almost 40%) during this period. The previous survey showed that median starting incomes in 1974 and 1975 were \$16,000 and \$17,475, respectively. These figures tend to substantiate a compression effect occurring within industrial/organizational psychology. However, it should be noted that because of the wording of the survey item regarding starting salaries for new Ph.D.s, these data may include some newly hired Ph.D.s who are not recent graduates.

9. A special analysis was performed to compare starting salaries for new Ph.D.s employed by Division 14 members in academia with Ph.D.s employed by all other Division 14 members. This analysis showed that median starting salaries for Ph.D.s in nonacademic jobs were 15% higher in 1979 and 18% higher in 1980 than median starting salaries for new Ph.D.s employed in academia. It should be noted that the group of new Ph.D.s employed in academia included both nine-month and twelve-month appointments. This may account, in part, for the differences observed when academic and nonacademic starting salaries were compared. (Because of sample size restrictions these are the only years for which this comparison is available.)



## LONG-RANGE PLANNING COMMITTEE REPORT, I: INCORPORATION

During the past year, as a follow-up to the Open Forum in New York, LRP has studied the pros and cons of incorporation; LRP recommends that Division 14 incorporate in the District of Columbia as the Society for Industrial and Organizational (I/O) Psychology, Inc.

D.C. and Federal paperwork requirements to incorporate appear to be understandable and, while time consuming, doable by the membership. There appears to be no negative tax implications of incorporation, even if the year ends with a surplus balance (as is likely). There is a cost of \$750.00/year associated with liability insurance if we incorporate because APA's policy will no longer cover us (if, indeed, it ever did). Other costs appear to be minimal (say \$250/year).

### a. Advantages to Incorporation:

1. Political. Incorporation could increase our political clout within APA. If Division 14 incorporates and it appears that other Divisions in the Scientist-Practitioner coalition appear like they will do likewise, governing bodies in APA may see a situation in which a substantial block of Divisions is preparing to withdraw from APA. They may attempt to forestall such a development by recognizing the legitimate interests and values of these Divisions. In addition, incorporation could enhance our ability to play a leadership role within the coalition.
2. Membership. Incorporation might help us attract new members as well as keep membership turnover down; in either case this suggests a net gain. Division 8, for example, permits two kinds of members, voting and nonvoting, making it attractive to people who might not otherwise join our Division. (Note that people who do not qualify as APA members, still would pay the full dues.)
3. Dues. There would be no increase in dues.

### b. Disadvantages to Incorporation:

1. Paperwork. While no one chore regarding incorporation is onerous, collectively the paperwork would be time consuming. Just to be incorporated requires effort (State and Federal forms, rewriting the Bylaws, obtaining a membership vote) and time (the soonest we could be incorporated would be at the 1981 Convention). In addition there are annual forms that need to be filed.
2. Membership Education. It is one thing to have a vote on incorporation; it is another to have an informed vote. Extensive contact with Division membership would be required to have an informed vote. Current Bylaws, for example, require that members have a copy of changes 60 days before they are asked to vote.
3. Alienating APA. While incorporation might promote unity within the Division and provide some additional political clout, APA might be less likely to sympathize with our peculiar needs and requirements.

### c. Steps to Incorporation

1. Discover what forms need to be completed to become a Society. These are outlined below as item [d].

2. Hold a straw vote of the Executive Committee. This has been done and the vote was substantially favorable.
3. Discuss the proposal at the Open Forum in Montreal; this is part of the schedule.
4. Take a straw vote at the Business Meeting in Montreal.
5. Rewrite the Bylaws as appropriate for incorporation. A draft has been prepared, using the Society for Personality and Social Psychology, Inc. (Division 8) Bylaws as a guide. Copies of the proposed Bylaws will be available for comment at the Open Forum and will also be discussed by the Executive Committee in Montreal.
6. Revise the proposed Bylaws and mail to membership at least 60 days prior to the 1981 Convention.
7. Vote at the 1981 Convention.
8. File all necessary forms.

### d. Forms for Incorporation

1. D.C. Incorporation is accomplished by filing a two-page document ("Articles of Incorporation"); no lawyer is required to complete the form. All corporations incorporated in D.C. must have an agent who is a resident of D.C.; the agent need not be a member of the corporation (i.e., we can hire someone). The agent receives all mail from the D.C. government re: the corporation.
2. Federal. The major federal documents concern the Internal Revenue Service and the application for tax-exempt status (Form 1024, "Application for Recognition of Exemption"). This form does not require a lawyer for completion but it will be time consuming; IRS publishes a booklet, "How to Apply for and Retain Exempt Status for Your Organization" (Publication 557) which should be helpful.
3. Annual Reports
  - a) D.C. A one-page report needs to be filed annually.
  - b) Federal. The annual report is made on Form 990, an eight-page document which appears to require no information over and above the data we already maintain.

(Report submitted by **Benjamin Schneider**, Chair, **Kenneth N. Wexley**, **Frank L. Schmidt**, and **Victor H. Vroom**.)

### An Important Announcement for Readers with a Disability

Psychologists with Disabilities is a special interest group within the A.P.A., organized by handicapped psychologists to facilitate the common goals of psychologists and students in psychology who have a visual handicap, hearing impairment, medical/physical disability. If interested in learning more about this organization, contact **Dennis Shulman**, Coordinator, Psychologists with Disabilities, 200 West 57th Street, Suite 1301, New York, N.Y. 10019.

## LONG-RANGE PLANNING COMMITTEE REPORT, II: GENERAL

For 1979-80 LRP undertook three major chores: (1) an examination of the pros and cons of incorporation (see LRP Report, I in this issue); (2) an examination of the role of Division 14 in APA and the pros and cons of going it alone (i.e., leaving APA); and, (3) a review of the operations of the Division and its committees. Comments on these issues, and others, can be made at the Open Forum in Montreal.

### I. Incorporation

See the Long-Range Planning Committee Report, I: Incorporation in this issue. In brief, LRP recommends incorporation in the District of Columbia as the Society for Industrial and Organizational (I/O) Psychology, Inc.

### II. APA and Reorganization

- a. Division 14 should continue to participate in the Scientist-Practitioner (January 27th) coalition, the Public Interest coalition and the Research-Academic coalition. Only in this way can the Division continue to maintain a proactive position regarding APA and influence reorganization plans that will maintain the integrity of the Division and its Scientist-Practitioner model. The Executive Committee must continue to keep the membership informed about all major reorganization movements. (See, e.g., the latest Draft Report from the Committee on Organization.)
- b. The Division 14 Executive Committee should decide exactly what services it expects from APA (e.g., annual convention time, items of interest to scientists and practitioners in the APA Monitor, equitable representation on Council, size and complexity of the APA Bureaucracy, intrusion of other divisions on Division 14's territory). It should carefully review APA's Central Office track record on each of these issues so as to determine the Division's fair share.
- c. Division 14 should be prepared to "Go it Alone" if circumstances dictate. There is need for continual assessment of the conditions that indicate leaving APA. For example, in addition to (b) above:
  1. An APA reorganization into two sections such that Division 14 members are torn in their allegiance between the Scientist and the Practitioner.
  2. APA moves to require accreditation of I/O programs.

There are some positive features associated with leaving APA:

1. Cost. Our estimate is that, with current membership intact, it would be half as expensive to have our own Society as to belong to APA (see details in Appendix A below).
2. Fewer Hassles. We have become a tough, self-sufficient, determined group because of the hassles APA causes us; if we left APA we would have fewer problems and they have toughened us such that we could cope!
3. Not Alone. Because of the Scientist/Practitioner Coalition, we might not really be alone; other Divisions might join us if we departed.
4. Fate Control. We gain autonomy over our actions. For example, it now seems that Division 14 will not be allowed to issue amicus briefs without the approval (content, too) of the Board of Directors of APA; alone we could do what we wish.
5. Fun. Our meetings/conferences would likely be more enjoyable because they would be more homogeneous and, thus, lively and congenial.

There are negative features associated with leaving APA:

1. Loss of Legitimation. APA is an influential organization and we would lose the power of the organization to influence important national and state legislation.
2. Loss of ABEPP. ABEPP holders must be APA members.
3. Loss of JAP. We *might* lose JAP; it is a money-maker for APA but the Editor, most of the Editorial Review Board and most of the articles/readers are Division 14 types.
4. Narrowing of our Scope. As non-APA members we would be less likely to purchase APA journals and less likely to attend APA-sponsored conferences and conventions. Both would narrow our range of concerns as Psychologists.
5. Loss of APA membership fringe benefits such as life insurance and liability insurance plans.

### III. The Division and Its Committees

- a. Mounting Costs. Division 14 can expect to have continued funding problems so long as this era of runaway inflation continues. It is, therefore, important to minimize expenses and continually be on the lookout for ways to economize. The President and Secretary-Treasurer should examine ways to economize (e.g., having a smaller number of Chairpersons attend Executive Committee meetings, using more conference calls rather than group meetings, generating more TIP advertising, expanding workshop activities to regional meetings).
- b. Interface with Students. The future growth of the Division depends upon its current interface with undergraduate and graduate students. Three suggestions can be made:
  1. Division 14 should charge the Membership Committee with the responsibility for developing mechanisms to attract graduates of business schools. Too frequently, these graduates are joining only the Academy of Management rather than APA and Division 14. We need ways and means of attracting them also to Division 14.
  2. Division 14 should increase its interface with undergraduate psychology majors in ways other than the information brochure. The Public Relations Committee has recently contacted every Psi Chi chapter to find out how Division 14 can help them and 55 speakers went to Psi Chi chapters around the country; this is excellent.
  3. Division 14 should seriously consider the feasibility of providing special sessions and/or workshops at APA convention for Industrial/Organizational and Organizational Behavior Graduate Students. The purpose of these sessions would be to provide a platform whereby students from different colleges and universities could share ideas, research, and work experience. In addition Division 14 should be an active psychological and financial supporter of graduate student conferences held annually at various universities.
- c. Committees. The following changes are recommended in the Division's Committee procedures:
  1. The most senior Member-at-Large should have the responsibility of orienting new Committee Chairpersons each year. In this way, new Chairs will have a clearer idea of what is expected of them and how their Committee interfaces with other Division 14 Committees.
  2. In view of the uncertainty expressed in the past by several Committee Chairs about the work of their committees in previous years, it is essential that more complete files and other historical information be transmitted by the Chairs to their successors.

3. All Ad Hoc Committees should be reviewed annually and renewed only if necessary (see g, below).
4. Division 14 should establish at some university an official archives (probably the University of Akron which already contains many documents). Only in this way can we hope to maintain our history. Here, unpublished papers, letters, and other memorabilia of various kinds can be deposited. The initial startup of this archives should be handled by an Ad Hoc Committee.
- d. Scientific Affairs. The Division has been recently (and appropriately) more concerned with the Practitioner than the Scientific part of our Division's concerns. To promote Division 14's activities in the area of Scientific Affairs, the following actions should be taken:
  1. Given the increasing importance and complexity of the economic problems which our nation now faces, Division 14 must begin to take a more proactive stance on ways to increase worker productivity as well as organizational effectiveness and efficiency. We recommend that the Scientific Affairs Committee begin examining the issues and suggesting possible ways that we, as scientist-practitioners, can marshal our theories and methods in an attack on the "Productivity Problem."
  2. Division 14 should continue to promote additional needed sessions such as the current Conference on Innovations in Research Methodology. We are not recommending that these kinds of conferences be held necessarily on a regular basis every year or even every five years. The important point is for the Division to continue to look for ideas whose time has come, to capitalize on these, and to hopefully obtain outside funding. The "Productivity Problem" is one issue which is timely and important. We recommend that the Scientific Affairs Committee look into the feasibility of coordinating efforts with the National Center for Productivity in Houston, perhaps culminating in a conference or convention program. In addition, it may be possible to coordinate the activities of our industrial members who serve on or are familiar with company programs oriented to Human Resources outlook or long-range planning.
  3. Division 14 should also charge the Scientific Affairs Committee with the responsibility for critically examining the current state of research in Industrial/Organizational Psychology. Are there major areas of research that we're neglecting? What breakthroughs have we made in the last decade? What questions do we want answered in the 1980's? etc. Based upon their review, the Scientific Affairs Committee should generate suggestions for long-range improvements and trends.
- e. Public Relations. Two recommendations can be offered in the area of Public Relations:
  1. The Division should increase its efforts to promote the utilization of Industrial/Organization Psychology by large and small employers of all types. This activity could involve articles in business and professional journals as well as special addresses at professional meetings (e.g., American Bar Association, American Society for Training and Development, American Society for Personnel Administration).
  2. The Public Relations Committee should continue its efforts to publicize and encourage the collaboration of psychologists and unions. This entails having union personnel speak at APA and regional conventions, and having representatives of Division 14 speak at the national/regional meetings of various union organizations.

f. State Affairs. The Division membership must become more active in professional affairs at the State level. The newly appointed Ad Hoc State Affairs Committee has organized itself to keep the Executive Committee continually informed of the developments in each state affecting Industrial/Organizational Psychology. This committee will draft a summary of licensing/certification practices in each of the states, including information about reciprocity between states to be published in *TIP*. However, the Division members need to get involved with their state associations; no amount of work by this committee can substitute for member involvement.

g. Education and Training. Two recommendations are offered in the area of Education and Training:

1. The number of Psychology Departments offering Industrial/Organizational programs of study is on the increase. The Education and Training Committee should draft a new set of Guidelines for Industrial/Organizational Programs for use by newly developing Industrial/Organizational programs. The availability of the Guidelines should be published in the Monitor. These guidelines may be needed in the future to steer accreditation efforts in the field.
2. The Ad-hoc Continuing Education Committee and the Workshop Committee need to be merged into a permanent Continuing Education and Workshop Committee; LRP recommends such a Bylaw change. The logic for the merger is simple: In the future, the activities of the two Committees will overlap. These activities include:
  - a) Maintain APA accreditation of workshops and other continuing education activities through the sponsor approval system. For the next three years this will include the following:
    - 1) prepare annual report documenting activities.
    - 2) develop a needs assessment plan as specified by the APA Sponsor Approval System.
    - 3) develop an evaluation plan as specified by the APA Sponsor Approval System.
    - 4) register all continuing education activities.
    - 5) arrange for distribution of appropriate registry materials so all participants in continuing education programs can receive credit.
  - b) Develop new continuing education activities—e.g., regional workshops.
  - c) Keep Division 14 members aware of continuing education activities relevant to their needs.

The merging of these Committees into one is made possible by the extraordinary accomplishments of the Workshop Committee (in being a profitable enterprise both intellectually and financially) and the Ad-hoc Continuing Education Committee (in gaining recognition from APA as an approved sponsor of continuing education activities). Creating a "super" committee will permit not only coordination of present activities but a broadening of the charge of the committee to consider other CE activities including regional workshops, development of educational tapes, etc.

## APPENDIX A

### Costs of Going It Alone

Based on input from a variety of sources, the major costs of going-it-alone are in publishing a journal. The costs for a journal are rather difficult to pin down but we obtained some data from *ASQ*, *Personnel Psychology*, *Person-*



auty and Social Psychology Bulletin (Division 8), and Academy of Management Journal.

Assuming that a journal would be supported in ways to be noted below and assuming a readership of about 2,000-2,500 people, a journal requires \$40-50,000 per year. Such amounts permit about 750 pages/year of articles.

The assumptions are that the only costs are for printing, typesetting, and mailing of a journal to readers. The costs to be picked up by some institutions are (a) secretary, (b) copyediting of papers (about \$1,500/year), (c) mailings between editor and reviewers/editor and authors, (d) xerox, (e) telephone. Without this support, costs can be expected to increase by about one-half to two-thirds and to double if basic equipment is not provided (typewriters, telephones, Xerox machines, addressograph, postage meters, etc., etc.).

A society is more than a journal and, at present, much of the Division's work is supported by the members' host organizations. We estimate that, in addition to journal costs, about another \$40-50,000 per year is required to be an effective force with respect to psychology and work. These funds would support at least (a) an annual meeting for the society; (b) an executive committee similar to the one currently in place meeting three times per year, once at the annual meeting; (c) support of a workshop/continuing education program; (d) preparation and presentation of important documents regarding the relationship between the Society membership and federal, state, and local governments (e.g., Amicus Curiae brief, testifying regarding research on human subjects, etc.); (e) liaison with other relevant organizations (APGA, Academy of Management, etc.); and so forth. In any case, somewhere between \$80-100,000/year is required to go-it-alone.

(Report submitted by Benjamin Schneider, Chair; Kenneth N. Wexley, Frank L. Schmidt, and Victor H. Vroom.)

#### INNOVATIONS IN METHODOLOGY CONFERENCE

The Division 14 conference on **Innovations in Methodologies for Research on Organizations** will be held **25-27 March, 1981** at the Center for Creative Leadership. The Conference is open to active researchers from both academic and applied settings who are interested in exploring alternative strategies for studying organizations. Expenses of participants will be covered by conference funds. For further information and application procedures write **Dr. David DeVries, Innovation in Methodology Conference, Center for Creative Leadership, P.O. Box P-1, Greensboro, North Carolina, 27402**. Application deadline is November 1, 1980.

## EVENTS IN THE TRAINING WORLD

IRWIN L. GOLDSTEIN

Certain topics seem to reappear every couple of years. One topic which has had relatively limited emphasis in the last fifteen years is the area of team training and performance. Most of the early history of this topic appeared to stem from the small group literature in social psychology. Even back in 1969, **Blum** and **Naylor** were summarizing the literature as scanty and ambiguous. However, these authors redirected our attention to issues of task organization and various types of learning approaches. My literature search for the annual review chapter found virtually no literature relevant to the topic but there appeared to be a developing concern about our lack of knowledge.

Well, team training is back for another round. There appears to be several major stimuli behind the reconsideration of this topic. First, persons concerned about declining productivity are pointing to the fact that more jobs require team communication and interaction. The assumption here is that if we knew more about all aspects of teams (including training of teams), we might positively effect work productivity. The National Science Foundation supported a conference on human performance and productivity. As a result of that conference, **Ed Fleishman** is editing a book on productivity (to be published by Erlbaum) which will include a chapter on teams by **Bernard Bass**.

A second indication of the growing emphasis on this topic is that the Office of Naval Research has identified team training and performance as a major thrust area for the next decade beginning in fiscal 1981. As a start for this effort, Rand Corporation, with ONR support, sponsored a conference on teams which included the participation of several Division 14 members including myself and **Karlene Roberts**. A proceedings paper for the entire conference will be available at a later date.

Further indications of the growing interest in teams are the appearance of several review papers which are excellent background sources for persons interested in the topics. The references are:

Nieva, V. F., Fleishman, E. A., Rieck, A. M. **Team Dimensions: Their identity, their measurement and their relationship**. Washington, D.C.: Advanced Resources Research Organization, 1978.

Wagner, H., Hibbits, N., Rosenblatt, R. D. and Schulz, R. **Team training and evaluation strategies: State of the art**. Arlington, VA: Human Resources Research Organization, 1977.

I am still looking for information for future topics for this column. As you probably noticed, each issue of *TIP* is published a short time before the deadline for the next issue. Thus, it is necessary to plan several issues ahead of time. I would like to plan a column on the use of training strategies and training data in fair employment practices decisions. Perhaps we could share references, tidbits, and other insights. This column is initially planned (depending on your response) for the November issue. Please let me hear from you. Write to **Irv Goldstein, Department of Psychology, University of Maryland, College Park, Maryland, 20742**.

## GUIDE TO EMPLOYEE PERFORMANCE APPRAISAL

(EDITOR'S NOTE: The following simple performance appraisal scale can be used in studies to determine whether BARS and BOS differ. All data collected with this form should be sent to Latham, Bernardin, or Kane c/o TIP.)

Degree of Performance					
Area of Performance	Far Exceeds Job Requirements	Exceeds Job Requirements	Meets Job Requirements	Needs Improvement	Does Not Meet Minimum Requirements
Quality of work	Leaps tall buildings with a single bound	Leaps tall buildings with running start	Can leap short buildings if prodded	Bumps into buildings	Cannot recognize buildings
Promptness	Is faster than a speeding bullet	Is as fast as a speeding bullet	Would you believe a slow bullet?	Misfires frequently!	Wounds self when handling a gun
Initiative	Is stronger than a locomotive	Is as strong as a bull elephant	Almost as strong as a bull	Shoots the bull	Smells like a bull
Adaptability	Walks on water	Keeps head above water under duress	Washes with water	Drinks water	Passes water in emergencies
Communication	Talks with God	Talks with the Angels	Talks to himself	Argues with himself	Loses arguments with himself

## CONVENTION PROGRAM

### DIVISION OF INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

#### AMERICAN PSYCHOLOGICAL ASSOCIATION

#### Program Committee

**Walter W. Tornow, Chair**  
**Kathryn M. Bartol**  
**Edwin T. Cornelius**  
**Randall B. Dunham**  
**Charles L. Hulin**  
**Edward L. Levine**  
**William H. Mobley**  
**Richard J. Ritchie**

**Hyatt Hotel and Hotel Bonaventure**  
**Montreal, Canada**

**Monday, September 1 — Friday, September 5, 1980**

#### Note:

See centerfold of program for room locations.

This is not an official program;  
 only the APA-published program is "official."

## MONDAY, SEPTEMBER 1

**9:00-10:50** SYMPOSIUM: Using Public Data to Build and Test Occupational Classifications (**Bert F. Green, Jr.**, Johns Hopkins University, Chair)

Participants:

**Robert C. Dauffenbach**, Department of Economics, Oklahoma State University. Using Occupational Mobility Data to Build Classifications: Methods and Results.

**Pamela S. Cain**, Department of Sociology, Hunter College, City University of New York and **Bert F. Green, Jr.**, Johns Hopkins University. Psychometric Properties of Dictionary of Occupational Titles Ratings.

**Linda S. Gottfredson**, Center for Social and Organization of Schools, Johns Hopkins University. Examining the Validity of Occupational Reinforcer Patterns Using Public Data.

**Gary D. Gottfredson**, Center for Social and Organization of Schools, Johns Hopkins University. Using Public Data to Evaluate Mobility-Based Occupational Classifications.

Discussants:

**Mary L. Tenopir**, American Telephone and Telegraph Company, Basking Ridge, NJ.

(Divisions 14, 15)

**10:00-11:50** SYMPOSIUM: The Human Comedy in Managing Organizations (**H. Meltzer**, Washington University, St. Louis, Chair)

Participants:

**Harry Levinson**, Levinson Institute, Cambridge, Mass. The Irrationality of Being Rational.

**Clayton Alderfer**, School of Organization and Management, Yale Univ. The Joke is on Those Who Wish Organizations Were Rational.

**Robert Perloff**, Univ. of Pittsburgh. The Wisdom Lag in Human Comedy in Managing Organizations.

Discussants:

**Walter Nord**, Graduate School of Business Administration, Washington Univ., St. Louis).

(Divisions 14, 13, 17, 27)

**11:00-12:50** SYMPOSIUM: Selection Barriers Against the Handicapped (**Richard D. Arvey**, University of Houston, Chair)

Participants:

**Brian Bolton**, University of Arkansas. Assessing Employment Potential of Handicapped Persons.

**Mary Ann Nester**, Office of Personnel Management, Washington, D.C. Testing Handicapped Persons for Employment.

**Gerald L. Rose**, Department of Management Services, University of Iowa. Employment Decisions Regarding the Handicapped.

Discussants:

**James W. Herring**, Exxon Company, Houston, TX.

**1:00-1:50** INVITED ADDRESS: (**Edward Levine**, College of Social & Behavioral Sciences, University of South Florida, Chair).

Participants:

**Abraham K. Korman**, Baruch College, The City University of New York. Career Success and Work Performance: Desirable Goals or Double Binds?

**2:00-3:50** SYMPOSIUM: Methodological Implications of Large Scale Validity Studies of Clerical Occupations (**v. Jon Bentz**, Sears, Roebuck and Company, Chicago, IL, Chair).

Participants:

**Norman G. Peterson** and **Marvin D. Dunnette**, Personnel Decisions Research Institute, Minneapolis, MN. Development of Selection System for Insurance Industry Entry-Level Positions.

**David P. Jones** and **Mark L. Lifter**, Arthur Young & Company, Detroit, MI. Development of an Industry-Wide Clerical Selection Test.

**William W. Ruch**, Psychological Services, Inc., Los Angeles, CA. Approaches to Validity Generalization.

**Thomas E. Hill**, Sears, Roebuck and Company, Chicago, IL. The Development of a Clerical Program in Sears.

Discussants:

**Frank L. Schmidt**, Office of Personnel Management, Washington, D.C. and George Washington University.

**4:00-4:50** INVITED ADDRESS: 1979 Cattell Award Winner (**J. Richard Hackman**, Yale University, Chair)

Participants:

**Rabi S. Bhagat**, University of Texas at Dallas. The Effects of Personal Life Stress Upon Individual Performance Effectiveness.

**5:00-10:00** OUTGOING EXECUTIVE COMMITTEE MEETING: **Mary L. Tenopir**, American Telephone & Telegraph Company, Basking Ridge, NJ, Chair.

## TUESDAY, SEPTEMBER 2

**8:00-8:50** PANEL DISCUSSION: Realistic Job Previews: Applied Jobs for Industrial/Organizational Psychologists (**Randall B. Dunham**, Graduate School of Business, University of Wisconsin, Chair).

Participants:

**John Newman**, Management Decision Systems, Inc., Darien, CT.

**Gerald A. Kesselman**, Lopez Assessment Services, Inc., Port Washington, NY.

**Bruce Hamstra**, Life Insurance Marketing Research Association, Hartford, CT.

**Barry Friedman**, Xerox Corporation, Rochester, NY.



- 9:00-9:50** INVITED ADDRESS: 1980 S. Rains Wallace Dissertation Award Winner (**George Graen**, University of Cincinnati, Chair).  
Participants:  
**Marino S. Basadur**, P&G Industries, Cincinnati, Ohio; Training in Creative Problem Solving.
- 9:00-9:50** POSTER SESSION #1: (**Edwin T. Cornelius**, Ohio State University, Chair).  
Presenters:  
Standardized Job Analysis and Evaluation: Reliability, Validity and Utility. **Randall B. Dunham** and **M. Susan Taylor**, School of Business, University of Wisconsin, Madison.  
An Empirical Test of a Trait-Oriented Job Analysis Technique. **Felix E. Lopez** and **Gerald A. Kesselman**, Lopez Assessment Services, Port Washington, NY.  
Relationships Between Applicant Handicap and Employment Evaluations. **Dana L. Farrow**, **Charles R. Barnette**, **Ellie S. Rozos**, **Robin A. Genin**, and **Bobby Ray Beard**, Division of Management, Florida International University.  
What is the Content in "Content Validity"? **Roger W. T. Gill**, State University of New York at Binghamton.  
Adverse Impact, Validity, Job Performance and Cut Score Determination. **Michael A. Campion**, Weyerhaeuser Company, Plymouth, NC and **Elliott D. Pursell**, Weyerhaeuser Company, New Bern, NC.  
Effects of Ratee Age and Performance Information on Performance Appraisal. **Janet L. Barnes-Farrell**, Purdue University.  
Further Inquiries in the Nature of Halo in Ratings. **Walter C. Borman**, Personnel Decisions Research Institute, Minneapolis, MN.  
The Effects of Causal Attributions on Performance Evaluation. **William A. Knowlton, Jr.**, Department of Behavior Sciences and Leadership, United States Military Academy, West Point, and **Terence R. Mitchell**, School of Business Administration, University of Washington, Seattle, WA.  
Goal Setting and Performance Evaluation: An Attributional Analysis. **Dennis L. Dossett** and **Carl I. Greenberg**, University of Nebraska at Omaha.  
Effectiveness of Performance Feedback from Behaviorally Anchored Rating Scales. **Peter W. Hom**, Department of Administrative Sciences, Kent State University, **Angelo S. DeNisi**, University of South Carolina, and **Brendan D. Bannister** and **Angelo J. Kinicki**, Kent State University.
- 10:00-10:50** OPEN FORUM: (**Victor H. Vroom**, Yale University, Chair) **Benjamin Schneider**, Michigan State University. **Frank L. Schmidt**, Personnel Research & Development Center, Office of Personnel Management, Washington, D.C. **Kenneth N. Wexley**, University of Akron.
- 11:00-11:50** CONVERSATION WITH THE ANNUAL REVIEW AUTHOR: (**Kathryn M. Bartol**, University of Maryland, Chair) **L. L. Cummings**, University of Wisconsin-Madison.

- 12:00-1:50** SYMPOSIUM: New Perspectives in Career Planning and Development. (**Manuel London**, American Telephone and Telegraph Company, Basking Ridge, NJ, Chair).  
Participants:  
**Ann Howard** and **Douglas W. Bray**, American Telephone and Telegraph Company, Basking Ridge, NJ. Career Motivation in Mid-Life Managers.  
**Abraham K. Korman** and **Ursula Wittig-Berman**, Baruch College. A Theory of Career Decision Making.  
**Kathy Kram**, Yale School of Organization and Management. Mentoring Processes at Work: Developmental Relationships in Managerial Careers.  
**Marilyn A. Morgan**, The Wharton School, Department of Management, University of Pennsylvania. Career Planning Issues for Late Career Managers.  
**Stephen A. Stumpf**, Graduate School of Business Administration, New York University. Career Planning & the Promotion Decision Process.  
Discussants:  
**Walter D. Storey**, General Electric Company, Croton-on-Hudson, NY.
- 1:00-2:50** SYMPOSIUM: Burnout: Relating Research, Model Building, Prevention and Training (**Whitton Stewart Paine**, Cornell Univ., Chair).  
Participants:  
**David MacNeill**, Community Mental Health Center, Eatontown, NJ. Relating Occupational Stress to Burnout Studies and Training.  
**Albert A. Einsiedel**, Syracuse University. Methodological Considerations in Studying the Burnout Phenomenon.  
**Diane Ryerson**, Community Mental Health Center, Hackensack, NJ. A Review of Training Models and Procedures for Preventing Burnout.  
**Edna Kamis**, Eastern PA Psychiatric Institute, Philadelphia, PA. An Epidemiological Approach to Staff Burnout.  
**Nancy Marks**, Community Mental Health Center, Hackensack, NJ. A Review of Training Models and Procedures for Preventing Burnout.  
Discussants:  
**Jeanne Hahn Wurmser**, Community Mental Health Center, Eatontown, NJ. (Divisions 14, 18).
- 2:00-2:50** SYMPOSIUM: Current Funding Opportunities for Organizational Psychology (**David M. Stonner**, Office of Naval Research, Arlington, VA, Chair).  
Participants:  
**Robert Hayles**, Office of Naval Research, Arlington, VA.  
**Kurt Salzinger**, National Science Foundation, Arlington, VA.  
**Owen Jacobs**, Army Research Institute, Alexandria, VA.
- 3:00-3:50** DIVISION 14 BUSINESS MEETING (**Mary L. Tenopyr**, American Telephone & Telegraph Company, Basking Ridge, NJ, Chair).

MONDAY, SEPTEMBER 1		TUESDAY, SEPTEMBER 2		WEDNESDAY, SEPTEMBER 3	THURSDAY, SEPTEMBER 4	FRIDAY, SEPTEMBER 5
8:00 to 8:50		Panel Discussion: Realistic Job Previews: Applied Jobs for Industrial/Organizational Psychologists. Dunham; Newman, Kesselman, Hamstra, Friedman (Hotel Bonaventure, Lachine)		Panel Discussion: Realistic Job Previews: Academic Jobs for Industrial/Organizational Psychologists. Pierce, Ohlander, Hakel, Sackett, Cummings (Hotel Bonaventure, Hampstead)	Incoming Executive Committee Meeting. Vroom. (Hyatt, Place D'Armes)	Panel Discussion: The I/O - O.B. Graduate Student Conference: Review and Preview. Klimoski; Van De Voort, Nilan, Marcus, Mitchell, Wilson (Hotel Bonaventure, Lachine)
9:00 to 9:50	Symposium: (w Div. 5) Using Public Data to Build and Test Occupational Classifications. Green; Dauffenbach, Cain, Gottfredson, Gottfredson, Tenopyr. (Hyatt, Cartier Ballroom A)	Invited Address: 1980 S. Rains Wallace Dissertation Award Winner. Training in Creative Problem Solving. Graen; Basadur (Hotel Bonaventure, Lachine)	Poster Session #1 Cornelius (chair); Dunham, Lopez, Farrow, Gill, Campion, Barnes-Farrell, Borman, Knowlton, Dossett, Hom (Place Bonaventure So. Mezzanine)	Symposium: Alternative Selection Procedures for Entry Level White-Collar Positions. Bartlett; Hannan, Karren, MacLan, Mento, O'Leary, Reilly, Arvey. (Hotel Bonaventure, Westmount)	Symposium: The Uniform Selection Guidelines-Fumble, Flight or Fight? Daum; Scharf, Quaintance, Koral, Rose (Hotel Bonaventure, Outremont)	Poster Session #2. Dunham (chair); Berger, Huszycz, Stagner, Tung, Pettman, Breagh, Ironson, Hammer, Billings. (Place Bonaventure South Mezzanine)
10:00 to 10:50	Symposium: (w Div. 13, 17, 27) The Human Comedy in Managing Organizations. Meltzer; Levinson, Alderfer, Perloff, Nord (St. Laurent, Q.E.)	Open Forum. Vroom; Schneider, Schmidt, Wexley. (Hotel Bonaventure, Westmount)				Poster Session #3. Ritchie (chair); Johnson, King, Ross, Strube, Priest, Dorfman, Weiss, Jones, Burke. (Place Bonaventure South Mezzanine)
11:00 to 11:50	Symposium: Selection Barriers Against the Handicapped. Arvey; Bolton, Nester, Rose, Herring (Hyatt, Regence Ballroom C)	Conversation with the Annual Review Author. Bartol; Cummings. (Hyatt, Regence Ballroom A)		Invited Address: (w Div. 18) Personnel Research in the Federal Public Sector: Challenge and Opportunities. Boehm; Campbell. (Hotel Bonaventure, Westmount)		Symposium: (w Div. 13) GM's Quality of Work Life Movement: The Giant Gropes On. Carlson; Bluestone, Ault, Cherry, Landen. (Hotel Bonaventure, Hampstead Room)
12:00 to 12:50		Symposium: New Perspectives in Career Planning and Development. London; Howard & Bray, Korman & Wittig-Berman, Kram, Morgan, Stumpf, Storey. (Hotel Bonaventure, Regence Ballroom A)		Invited Address (w Div. 22) Physical Requirements of the Workplace: Research Considerations for Personnel Selection. Sparks; Hogan. (Hotel Bonaventure, Westmount)	Symposium: (w Div. 18, 27) Critical Issues in Public Service Leadership: The CMHC Director Role. Todd; Brennan, Flynn, Gabbert, Sodano, Kelly (Viger A (CC))	Symposium: Performance Appraisal in Perspective: Issues of Policy, Validity, and Application. Williams; Thomson & Klasson, Schoenfeldt, Brush, Pinto (Hotel Bonaventure, Outremont)
1:00 to 1:50	Invited Address: Career Success and Work Performance: Desirable Goals or Double Binds? Levine; Korman. (Hyatt, Regence Ballroom C)	Symposium: (w Div. 18) Burnout: Relating Research, Model Building, Prevention & Training. Paine; MacNeill, Einsiedel, Ryerson, Kamis, Marks, Wurmser (Galerie 3(QE))	Symposium: Current Funding Opportunities for Organizational Psychology. Stonner; Hayles, Salzinger, Jacobs (Hyatt Regence Ballroom C)	Symposium: I/O Psychology Research Questions for the 1980's. Hulin; Cummings, Staw, Locke, Schmidt, Sheppard, Moses. (Hyatt, Outremont)	Symposium: Productivity Improvement Programs: A Critical Evaluation. Kringsman; Byham, Cotter, Rieker, Cornelsen. (Hotel Bonaventure, Outremont)	Symposium: Integrating Models of Organizational Effectiveness. Brush; Cameron, Quinn, Rohrbaugh, Seashore. (Hotel Bonaventure, LaSalle Room)
2:00 to 2:50	Symposium: Methodological Implications of Large Scale Validity Studies of Clerical Occupations. Bentz; Peterson & Dunnette, Jones & Lifter, Ruch, Hill, Schmidt. (Hyatt, Regence Ballroom C)				Conversation Contact Hour. (w Div. 5, 19, 21) Fleishman; McCormick. (Hotel Bonaventure, Outremont)	
3:00 to 3:50		Division 14 Business Meeting. Tenopyr. (Hotel Bonaventure, Westmount/Outremont)		Symposium: Today's College Recruits: Managerial Timber or Deadwood? Bray; Staines, Howard, Miner, Wilson. (Hotel Bonaventure, Outremont)	Symposium: (w Div. 21) Employee Well-Being in the Automated Office of the 80's. Gordon; Kalow, Porter, Nussbaum, Stellman, Brill. (Hotel Bonaventure, Outremont)	Symposium: Implicit Theories in Organizational Research. DeNisi; Schriesheim, Randolph, Downey, Staw. (Hotel Bonaventure, Hampstead Room)
4:00 to 4:50	Invited Address: 1979 Cattell Award Winner. The Effects of Personal Life Stress Upon Individual Performance Effectiveness. Hackman; Bhagat. (Hyatt, Regence Ballroom B)	Presidential Address: Trifling He Stands. Vroom; Tenopyr. (Hotel Bonaventure, Westmount/Outremont)				
5:00 to 5:50	Outgoing Executive Committee Meeting. Tenopyr. (to 10:00 p.m.) (Hyatt, Versailles/Bresoles)	Social Hour (Hotel Bonaventure, Verdun, Lachine, LaSalle)		APA Conversation Contact Hour William A. Owens (Hotel Bonaventure, Longueuil)		

**4:00-4:50** PRESIDENTIAL ADDRESS (**Victor H. Vroom**, Yale University, Chair).  
**Mary L. Tenopys**, American Telephone & Telegraph Company, Basking Ridge, NJ. Trifling He Stands.

**5:00-5:50** SOCIAL HOUR

### WEDNESDAY, SEPTEMBER 3

**8:00-8:50** PANEL DISCUSSION: Realistic Job Previews: Academic Jobs for Industrial/Organizational Psychologists (**Jon L. Pierce**, School of Business and Economics, University of Minnesota—Duluth, Chair).

Participants:

**Lorraine Uhlander**, Department of Psychology, Michigan State University.

**Milton Hakel**, Department of Psychology, Ohio State University.

**Paul Sackett**, School of Business, University of Kansas.

**L. L. Cummings**, School of Business, University of Wisconsin.

**9:00-10:50** SYMPOSIUM: Alternative Selection Procedures for Entry Level White-Collar Positions (**Claude (Jack) J. Bartlett**, University of Maryland, Chair).

Participants:

**Robert L. Hannan**, U.S. Office of Personnel Management, Washington, D.C. Expected Work Motivation as a Selection Device.

**Robert L. Hannan**, U.S. Office of Personnel Management, Washington, D.C. Predicting Work Performance from Past Behavior.

**Ronald J. Karren**, U.S. Office of Personnel Management, Washington, D.C. Integrative Model for Optimally Identifying and Combining Selection Devices.

**Charles N. MacLane**, U.S. Office of Personnel Management, Washington, D.C. A Miniature Training and Evaluation Approach to Entry Level Selection.

**Anthony J. Mento**, U.S. Office of Personnel Management, Washington, D.C. Interviews, Work Samples, and Assessment Centers for Entry Level Selection.

**Brian S. O'Leary**, U.S. Office of Personnel Management, Washington, D.C. College GPA & Job Performance: Application of Validity Generalization Paradigm.

Discussants:

**Richard R. Reilly**, American Telephone & Telegraph Company, Basking Ridge, NJ.

**Richard D. Arvey**, University of Houston.

**11:00-11:50** INVITED ADDRESS: **Virginia R. Boehm**, Standard Oil (Ohio), Cleveland, Ohio, Chair.

Participants:

**Alan K. Campbell**, Office of Personnel Management, Washington, D.C. Personnel Research in the Federal Public Sector: Challenge and Opportunities.

(Division 14, 18)

**12:00-12:50** INVITED ADDRESS: **C. Paul Sparks**, Exxon Company, Houston, TX, Chair.

Participants:

**Joyce C. Hogan**, Johns Hopkins University. Physical Requirements of the Workplace: Research Considerations for Personnel Selection. (Divisions 14, 22)

**1:00-2:50** SYMPOSIUM: I/O Psychology Research Questions for the 1980's (**Charles L. Hulin**, University of Illinois, Chair).

Participants:

**L. L. Cummings**, University of Wisconsin-Madison. The Importance of Processes and Contexts.

**Barry M. Staw**, Northwestern University. Dropping the "I" from Future Research in I/O Psychology.

**Edwin A. Locke**, University of Maryland. Cognitive Psychology: The Psychology of the Future.

**Frank L. Schmidt**, U.S. Office of Personnel Management, Washington, D.C. Research Approaches for the Future: Accumulating Research Findings Across Studies.

Discussants:

**Blair Sheppard**, McGill University.

**Joseph L. Moses**, American Telephone & Telegraph Company, Basking Ridge, NJ.

**3:00-4:50** SYMPOSIUM: Today's College Recruits: Managerial Timber or Deadwood? (**Douglas W. Bray**, American Telephone and Telegraph Company, Basking Ridge, NJ, Chair).

Participants:

**Graham L. Staines**, Institute for Social Research, University of Michigan. Trends in Work-Related Values & Motivation.

**Ann Howard**, American Telephone and Telegraph Company, Basking Ridge, NJ. Continuities and Discontinuities Between Two Generations of Bell System Managers.

**John B. Miner**, Department of Management, Georgia State University. The Human Constraint Over Twenty Years.

Discussants:

**James A. Wilson**, Graduate School of Business, University of Pittsburgh.

**Douglas W. Bray**, American Telephone and Telegraph Company, Basking Ridge, NJ.

**5:00-5:50** CONVERSATION CONTACT HOUR (APA) **William A. Owens**.

### THURSDAY, SEPTEMBER 4

**8:00-8:50** PANEL DISCUSSION: The I/O-OB Graduate Student Conference: Review and Preview (**Richard J. Klimoski**, Ohio State University, Chair).

Participants:

**David Van de Voort** and **Kevin J. Nilan**, Columbus, Ohio. A Review and Evaluation of the 1980 I/O-OB Conference.



**Stephen Marcus and T. W. Mitchell**, Columbus, Ohio, The "Out-standing Program" Award Winners for the 1980 Conference.

**Mark Wilson**, Columbus, Ohio. A Preview of "Conference Two."

**8:00-12:00** INCOMING EXECUTIVE COMMITTEE MEETING: (**Victor H. Vroom**, Yale University, Chair).

**9:00-10:50** SYMPOSIUM: The Uniform Selection Guidelines—Fumble, Flight or Fight? (**Jeffrey W. Daum**, J C Penney Company, New York, NY, Chair).

Participants:

**James C. Sharf**, Richardson, Bellows, Henry & Company, Washing-ton, D.C. Uniform Guidelines: Impact on Private Industry.

**Marilyn K. Quaintance**, International Personnel Management Asso-ciation, Washington, D.C. Guidelines' Compliance: In Search of the Golden Fleece.

**Alan M. Koral**, Vedder, Price, Kaufman, Kammholz, and Day, New York, NY. The Guidelines in the Courts.

**David L. Rose**, U.S. Department of Justice, Washington, D.C. Judi-cial and Administrative Development under the Uniform Guidelines.

**Marilyn K. Quaintance**, International Personnel Management Asso-ciation, Washington, D.C. Public Sector Selection Programs—Private Sector's Albatross?

**James A. Sharf**, Richardson, Bellows, Henry & Company, Washing-ton, D.C. A Consortium Approach to Establishing the Parameters Guidelines.

**Alan M. Koral**, Vedder, Price, Kaufman, Kammholz, and Day, New York, NY. Legal Challenges to the Guidelines.

**11:00-12:50** SYMPOSIUM: Critical Issues in Public Service Leadership: The CMHC Director Role (**David M. Todd**, University of Mass., Chair).

Participants:

**George T. Brennan**, Franklin/Hampshire CMHC, Northampton, MA. The CMHC Director: Corporate Executive or Public Servant?

**Brian W. Flynn**, Public Health Service, Ipswich, MA. The Admin-istration of Mental Health Services in Rural Areas.

**Joseph Gabbert**, University of Massachusetts. CMHC Leadership and the Challenge of Fiscal Self-Sufficiency.

**Andrea G. Sodano**, University of Massachusetts. CMHC Executive Directors: Their Role and Networks.

Discussants:

**James G. Kelly**, University of Oregon.

**Noel Mazade**, National Institute of Mental Health, Rockville, MA. (Divisions 18, 27, 14)

**11:00-12:50** SYMPOSIUM: Performance Appraisal In Perspective: Issues of Policy, Validity, and Application. (**Glenn B. Williams**, Ashland Oil Company, Ashland, KY, Chair).

Participants:

**Duane E. Thompson and Charles R. Klasson**, College of Business Administration, University of Iowa. Performance Appraisal: Legal Issues and Policy Considerations.

**Lyle F. Schoenfeldt**, School of Management, Rensselaer Polytechnic Institute. The Role of Content Validity in Developing Performance Appraisal Systems.

**Donald H. Brush**, School of Management, Rensselaer Polytechnic Institute. Performance Appraisal Results for More Effective Human Resource Utilization.

Discussants:

**Patrick R. Pinto**, Industrial Relations Center, University of Min-nesota.

**1:00-1:50** SYMPOSIUM: Productivity Improvement Programs: A Critical Evaluation. (**Ruben Kringsman**, Union Carbide Corporation, New York, NY, Chair).

Participants:

**William C. Byham**, Development Dimensions International, Pitts-burgh, PA. Resources Management: A Review of 20 Applications in Two Countries.

**John Cotter**, Center for the Quality of Working Life, University of California—LA. Socio-Technical Approach.

**Wayne S. Rieker**, Quality Control Circles, Inc., Saratoga, CA. Qual-ity Control Circles.

Discussants:

**John H. Cornehlisen**, Cornehlisen & Associates. Great Neck, NY.

**2:00-2:50** CONVERSATION CONTACT HOUR: (**Edwin A. Fleishman**, Ad-vanced Research Resources Organization, Washington, D.C., Chair).

Participants:

**Ernest J. McCormick**, Purdue University. (Divisions 14, 5, 19, 21)

**3:00-4:50** SYMPOSIUM: Employee Well-Being in the Automated Office of the 80's. (**Gloria E. Gordon**, School of Public Health, Columbia University, Chair).

Participants:

**Samuel J. Kalow**, International Business Machines Corp., Franklin Lakes, N.J. Office Technology Today and Tomorrow.

**Thomas B. Porter**, Standard Oil Company (Indiana), Chicago, Illinois. Employee and Organizational Considerations in Moving Towards the Electronic Office.

**Karen Nussbaum**, Working Women, National Association of Office Workers, Cleveland, Ohio. Office Automation and the Clerical Worker.

**Jeanne M. Stellman**, School of Public Health, Columbia University. Health Implications of Environmental Factors in the Office Work-place.

Discussants:

**Michael Brill**, Buffalo Organization for Social and Technological Innovation, Buffalo, NY.

(Divisions 14, 21)

# FRIDAY, SEPTEMBER 5

- 9:00-9:50 POSTER SESSION #2 (Randall B. Dunham, University of Wisconsin, Chair).**  
 Effects of Unions: Work Values, Perceived Rewards and Job Satisfaction. **Chris J. Berger, John Boudreau and Craig A. Olson**, Krannert Graduate School of Management, Purdue University.  
 Relative Importance of Variables Related to Participation in Union Activities. **Gregory E. Huszczo**, Department of Management, Eastern Michigan University.  
 Dynamics of a Strike: A Quasi-Experimental Study. **Ross Stagner**, Wayne State University and **Boaz Efilal**, Kibbutz Yiftah, D. N. Galil Elion, Israel.  
 Motivation in Chinese Industrial Enterprises. **Rosalie L. Tung**, College of Business Administration, University of Oregon.  
 International and Domestic Differences in Work Values. **Philip J. Pettman and Luis R. Gomez-Mejia**, Control Data Corporation, Minneapolis, MN.  
 Relationships Between Recruiting Sources and Employee Performance, Absenteeism and Attitudes. **James A. Breaugh**, School of Business Administration, University of Missouri—St. Louis.  
 Effects of Changing Location of Anchors on Scaled Stimuli Values. **Gail H. Ironson**, University of South Florida and **Patricia Smith**, Bowling Green State University.  
 Predictors of Absenteeism in an "Off-Quadrant" Organization. **Tove Helland Hammer and Jacqueline C. Landau**, New York State School of Industrial and Labor Relations, Cornell University.  
 Perceived Alternatives in Models of Turnover: Intervening Variable or Moderator? **Robert S. Billings, Thomas A. Milburn and Robert J. Harvey**, Ohio State University.
- 10:00-10:50 POSTER SESSION #3 (Richard J. Ritchie, American Telephone and Telegraph, Basking Ridge, NJ, Chair).**  
 Industrial/Organizational Psychology and the Older Worker. **Douglas F. Johnson**, University of Arkansas—Little Rock.  
 Assessment Center Judgment Stability Across Time Periods and Assessors. **Larry M. King and Virginia R. Boehm**, The Standard Oil Company (Ohio) Cleveland, Ohio.  
 Problem-solving Management Training Effects on Sales Productivity and Job Satisfaction. **Paul C. Ross, Patricia D. Tighe and C. P. Westover**, American Telephone and Telephone Company, Basking Ridge, N.J., **David Bednarsh**, Center for Business Effectiveness, Inc., **John C. Houtz**, Fordham University, and **Robert A. Denmark**, Hofstra University.  
 A Meta-Analytic Investigation of Fiedler's Contingency Model of Leadership Effectiveness. **Michael J. Strube and Joseph E. Garcia**, University of Utah.  
 Validity, Not Bias, in Teacher Ratings of Leadership. **Robert F. Priest**, Office of the Director of Institutional Research, West Point, N.Y. and **Jerome Adams**, Department of BS&L, United States Military Academy, West Point.  
 Substitutes for Leadership: An Empirical Study. **Peter W. Dorfman and Jon P. Howell**, New Mexico State University.

- Imitation of Supervisory Behavior Styles Using Multiple and Negative Models. **Howard M. Weiss, Patrick A. Knight and Larry R. Ibershoff**, Purdue University.  
 Influences of Perceived Superior-Subordinate Communication Patterns on Subordinate Performance. **Allan P. Jones and Mark C. Butler**, Naval Health Research Center, San Diego, CA.  
 Supervisor-Subordinate Communication Experiences in Managing Performance: Some Disconcerting Findings. **Ronald J. Burke and Eugene Deszca**, York University.
- 11:00-12:50 SYMPOSIUM: GM's Quality of Work Life Movement: The Giant Gropes On. (Howard C. Carlson, General Motors Corp., Chair).**  
 Participants:  
**Irving Bluestone**, United Auto Workers.  
**Richard E. Ault**, General Motors Corporation.  
**Richard L. Cherry**, General Motors Corporation.  
**Delmar L. Landen**, General Motors Corporation.  
 (Divisions 14, 13)
- 1:00-2:50 SYMPOSIUM: Integrating Models of Organizational Effectiveness. Donald H. Brush, Graduate School of Management, Rensselaer Polytechnic Institute, Chair.**  
 Participants:  
**Kim T. Cameron**, Graduate School of Business, University of Wisconsin. Domains of Organizational Effectiveness in Colleges and Universities.  
**Robert E. Quinn**, Graduate School of Public Affairs, State University of New York at Albany. A Competing Values Approach to Organizational Effectiveness.  
**John W. Rohrbaugh**, Graduate School of Public Affairs, State University of New York at Albany. Monitoring Organizational Effectiveness: The Development of a Methodology.  
 Discussants:  
**Stanley E. Seashore**, Institute for Social Research, University of Michigan.
- 3:00-3:50 SYMPOSIUM: Implicit Theories in Organizational Research (Angelo S. DeNisi, College of Business Administration, University of South Carolina, Chair).**  
 Participants:  
**Chester A. Schriesheim**, Graduate School of Business Administration, University of Southern California. Use of Stereotypes and Objective Information in Supervisory Evaluations.  
**W. Alan Randolph and Angelo S. DeNisi**, College of Business Administration, University of South Carolina. Implicit Theories Versus Experience-Based Information: Questionnaire and Behavioral Effects.  
**H. Kirk Downey**, College of Business, Oklahoma State University. Implicit Theories: Organization Theory Implications.  
 Discussants:  
**Barry M. Staw**, College of Business Administration, University of Iowa.

## EEO ISSUES

JAMES C. SHARF

### Validity Generalization: Round One

*Rosie Lee Pegues v. Mississippi State Employment Service* (22 FEP Cases 392)

In March, the Northern District Court of Mississippi decided in favor of the Mississippi State Employment Service's (MSES) use of the General Aptitude Test Battery (GATB) and the Specific Aptitude Test Battery (SATB) based on *validity generalization* arguments. Charges had been brought by the Lawyers' Committee for Civil Rights Under Law on behalf of four black plaintiffs and a class of blacks and women whom they argued had suffered *disparate treatment* as a result of referrals made by the MSES.

(The four black plaintiffs had the following education and Adult Basic Learning Exam achievement scores:

- #1) 6th grade education but tested out at 3rd grade level;
- #2) tenth grade equivalency certificate but tested out at 5th grade level;
- #3) 6th grade education but 4th grade proficiency; and
- #4) 2nd grade education with corresponding math proficiency but less than first grade verbal proficiency.)

To show *disparate treatment* under Title VII, the Supreme Court in *International Brotherhood of Teamsters v. United States* noted:

"In *McDonnell Douglas*, the (Supreme) Court considered 'the order and allocation of proof in a private, non-class action challenging employment discrimination.' We held that an individual Title VII complainant must carry the initial burden of proof by establishing a *prima facie* case of racial discrimination. On the specific facts there involved, we concluded that this burden was met by showing that a qualified applicant, who was a member of a racial minority group, had unsuccessfully sought a job for which there was a vacancy and for which the employer continued thereafter to seek applicants with similar qualifications. This initial showing justified the inference that the minority applicant was denied an employment opportunity for reasons prohibited by Title VII, and therefore shifted the burden to the employer to rebut that inference by offering some legitimate, nondiscriminatory reason for that rejection."

While the defendants had sought dismissal on grounds that adverse impact had not been shown and that statistical studies of adverse impact should be limited to the county in which the MSES office was located, the plaintiffs were successful in establishing a *prima facie* case based on what appears to be a typical litany:

- 1) blacks in fact scored lower;
- 2) nationwide statistics show racial differences in average scores;
- 3) expert testimony was given that blacks perform less well than whites on the same types of tests;
- 4) the condemnation of the test in other cases was cited where adverse impact on blacks had been demonstrated;
- 5) an EEOC administrative decision in 1972 (#72-1326) noted that: "Reasonable cause exists to believe that the employer violated Title VII by hiring applicants partly on the basis of their performance on the GATB tests, since the tests have not been validated for use with minority group

applicants within the meaning of guidelines on employment testing procedures"; and

6) there was a disproportionate fewer number of blacks referred for jobs or training programs for which high test scores were required.

The record in this case revealed on this latter point that in the county where the suit was filed, 52% of the blacks fell below the cut-off which was set to screen out 30% of all applicants while none of the whites fell below the cut-off.

With regard to the plaintiff's *disparate treatment* claim, the court noted:

"None of the named plaintiffs who testified was able to cite any referral of a white or a male who was less qualified than they, or similarly qualified, to any job which named plaintiffs believed they should have been referred to."

"There was no credible testimony from these witnesses that any white, or male, job applicant less qualified, or similarly qualified, was referred to any job which these members of the plaintiff class believed they should have been referred to."

Having found no *disparate treatment*, the district court nevertheless found a *prima facie* case based on the plaintiffs' arguments noted above. The court then found in favor of the MSES's use of both the GATB and SATB on grounds including the following:

"The GATB was developed by the United States Employment Service and has been used since 1947 by State employment services. Since that time the GATB has been involved in a continuing program of research to validate the tests in many different occupations and to insure that the tests used meet professional standards and legal requirements."

"The SATB is a test battery consisting of 2 or more of the GATB aptitudes and is used as a measure of potential for success in a specific occupation."

"Only the S-28, Table Work, S-270R Licensed Practical Nurse and S-282 Nurse Aid tests are at issue in this case."

"The United States Employment Service deliberately set its cutting scores to 'pass' at least 2/3 of those tested. Thus, instead of rejecting the vast majority of applicants, USES procedures insure that these applicants are given further consideration."

"The 'cut-off' score for USES is set at a 2/3-1/3 level because USES experience over the years has been that 1/3 of employed workers are unsatisfactory; hence the 2/3-1/3 division was used in both the test scores and in the research sample."

"Racial bias on the part of raters has not been demonstrated to exist in either the specific USES research at issue or as a general case. The validities of the tests for blacks and whites are of similar (positive) magnitude and at a useful level. Plaintiffs have alleged that the validities of the test for the total research sample may be caused by racial bias on the part of the raters assessing job performance and different level of performance of the test by racial group. This has not been demonstrated."

"Plaintiffs have alleged that rater bias could have been reduced by training the raters. The record shows this is not the case."

"Research has shown that ratings on specific behavior are not superior to the type of ratings used by USES. Plaintiffs allegation that specific rating scales would reduce rater bias is without foundation."

"Empirical research has demonstrated that validity is not perceptibly changed by differences in location, differences in specific job duties or applicant populations. Valid tests do not become invalid when these circumstances change. Plaintiffs' allegation that validity is specific to a particular location, a particular set of tasks and to a specific applicant population, or in other words, that a valid test in one set of circumstances is not valid in circumstances not perfectly identical is not true."

"No differences between the job duties in the research sample and the jobs in Bolivar County were specified. According to research, even gross changes in job duties did not destroy validity. It follows that small and/or hypothesized differences have little or no effect on validity. Plaintiffs have not shown that the USES tests were invalid because the tasks of the jobs in the research setting may have been different from those in Bolivar County."

"The United States Employment Service tests meet all of the applicable EEOC guidelines for test usage and validation."

The reason that *Pegues* is a case to watch, albeit a district court decision, is that the Lawyers' Committee for Civil Rights Under Law has decided to appeal the decision. It can be expected that numerous interested parties will be filing amicus briefs supporting this lucid treatment of validity generalization.

## PSYCHOLOGISTS AND LABOR UNIONS

NEAL SCHMITT

Three people have informed me of their work with labor unions since the publication of a similar summary in the February, 1980 issue of *TIP*.

**Re J. Bullock** from the University of Houston wrote to report that he has developed and is currently testing some conceptual and mathematical models of the dual allegiance phenomenon. Reports of several joint union-management organization change projects are now in draft form.

**Greg Hruszko** of Eastern Michigan University continues to work actively with and for unions. He has recently presented a workshop to the Michigan AAUP Collective Bargaining Conference titled "Problem-solving approach to negotiations." He also conducted a workshop through the Leadership Training Project for Women and Minorities in Labor Unions on the topic of "Management of Stress."

In the first issue of the 1980 volume of *Compensation Review*, **Dick Jeanneret** reports on a collaborative union-management effort in which the classification structure used for all hourly positions included in a bargaining agreement was revised. The Position Analysis Questionnaire was used to develop values for jobs under arbitration.

We will continue to publicize the efforts of I/O psychologists as they relate to labor unions and hope that you continue to relay news of these projects to **Neal Schmitt**, Department of Psychology, Snyder Hall, Michigan State University, East Lansing, MI 48824 or **Tove Helland Hammer**, New York State School of Industrial and Labor Relations, Ives Hall, Cornell University, Ithaca, NY 14853.

## AT&T Invites Participation in Inter-Business Testing Study

The Basic Human Resources Research Section at AT&T, directed by **Doug Bray**, is initiating the Inter-Business Testing Study (ITS) to examine the motivational patterns and characteristics of both middle-aged and newly recruited managers in U.S. organizations. The study was prompted by recent findings from AT&T's two longitudinal studies of the lives and careers of managers. The first, the Management Progress Study, recently found motivational changes after a 20-year span that have important implications for managerial incentives and performance and for understanding problems of middle life and mid-career. The new study of today's college recruits, the Management Continuity Study, has uncovered significant differences in career expectations, ambitions, and leadership motivation between the two generations of managers.

It is important to know to what extent these findings are generalizable to managers in other U.S. organizations. For this reason, I/O psychologists are urged to invite their organizations to join in the ITS research. Participating companies will have the opportunity to make parallel comparisons and therefore to benefit from the Bell System's extensive longitudinal research. AT&T will subsidize administrative and data processing costs, and analyze and report the results; participating companies should provide 1/2 day of managers' time for group testing.

For more information contact **Doug Bray** (201-540-7181) or **Ann Howard** (201-540-7188) at AT&T, 1776 On The Green, Morristown, New Jersey 07960.

## I/O DOCUMENTS CLEARINGHOUSE

**JIM TERBORG, DENIS COURTNEY, and MIKE NEES**

The score is tied at one to one. We have received one request for information from **Gary Latham** on salesmen and one submission from **Kevin Love** on peer assessment ratings. Kevin provided the following titles:

- Utility of Peer Assessment Methods for Police Officer Evaluation: Validity, Reliability and User Reaction.
- A technical Report Detailing a Comparative study of Peer Nominations, Peer Rankings, and Peer Ratings using a Police Officer Population.

For information or copies, write to **Kevin Love**, Department of Psychology, Central Michigan University, Mt. Pleasant, Michigan 48859.

The success of the clearinghouse depends on your participation. If you have a paper, annotated bibliography or whatever that normally would not be widely available, and you would like to share it with others, send the title, your name and address to **Denis Courtney**, **Mike Nees** or **Jim Terborg**. We will publish the titles in the next *TIP*.

**James R. Terborg**  
Department of Psychology  
University of Houston  
Houston, Texas 77004

**Michael W. Nees**  
American Hospital  
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Haddon Heights  
New Jersey 08035



## JOURNAL REVIEW SERVICE

R. F. BOLDT

Reviewers: A. R. Bass, R. F. Boldt, P. J. O'Neill, L. B. Plumlee, M. Rosenfeld.  
**EQUAL EMPLOYMENT OPPORTUNITY AND LEGAL ISSUES**

Bross, I. D. J. When speaking to Washington, tell the truth, the whole truth, and nothing but the truth, and do so intelligibly. *The American Statistician*, 1980, 34, 1, 34-38. Provides communication guidelines for those offering scientific and statistical testimony in court or before government bodies. (LBP)

Cronbach, Lee J. Selection theory for a political world. *Public Personnel Management*, January-February, 1980, 9, 1, 37-50. Discusses previously accepted views on test use and validation in the light of theoretical developments and legal challenges. (MR)

Robertson, D. F. Examining the examiners: The trend toward truth in testing. *Journal of Law and Education*, 1980, 9, 167-199. Discussion of various statutes and issues and evaluation by one who favors the legislation. (RFB)

### MEASUREMENT TECHNIQUES

Airasian, P. W. A perspective on the uses and misuses of standardized achievement tests. *Measurement in Education*, Fall 1979, 10, 3. Contends that a review of the literature from 1922-1979 revealed that, while there have been advances in computer technology applied to testing, the issues about the use and abuse of tests remain the same. (PJO)

Hambleton, R. K. Latent trait models and their applications. In *New Directions for Testing and Measurement*, 1979, 4, 13-32. For those trained in classical test theory, an introduction to latent trait theory and its applications. (LBP)

Kahle, L. R. *New Directions for Methodology of Behavioral Science: Methods for studying person-situation interactions*, 1979, 2. Issue covers a variety of methods. One article considers assessment in natural settings. (LBP)

### STATISTICAL METHODOLOGY

Edelbrock, C. Mixture model tests of hierarchical clustering algorithms the problem of clustering everybody. *Multivariate Behavioral Research*, 1979, 14, 367-384. Empirical evaluation of clustering algorithms extends earlier results. (RFB)

Feldt, L. S. A test of the hypothesis that Cronbach's alpha reliability coefficient is the same for two tests administered to the same sample. *Psychometrika*, 1980, 45, 1, 99-105. Feldt's test may be useful to those interested in determining whether the reliability of a testing procedure is significantly different from that of an alternative testing procedure. (LBP)

Olsson, U. On the robustness of factor analysis against crude classification of the observations. *Multivariate Behavioral Research*, 1979, 14, 485-500. Use of ordinal variables with only a few scale steps can lead to overestimation of the number of factors needed and attenuates the estimates of loadings. (RFB)

Revelle, W. Hierarchical cluster analysis and the internal structure of tests. *Multivariate Behavioral Research*, 1979, 14, 57-74. Discusses the use of hierarchical clustering to construct scales from sets of items. (RFB)

### MISCELLANEOUS

Beveridge, W. E. Retirement and life significance: A study of the adjustment to retirement of a sample of men at management level. *Human Relations*, 1980, 33, 69-78. Analysis of preretirement courses and interviews produced variables that were correlated with the retirement satisfaction of a sample of British former managers. (RFB)

Forbes, R. J. and Jackson, P. R. Non-verbal behavior and the outcome of selection interviews. *Journal of Occupational Psychology*, 1980, 53, 65-72. Examined relationship between exhibition of 10 classes of non-verbal behavior in a real-life employment interview situation and acceptance or rejection of the applicant. (LBP)

Goldstein, I. L. Training in work organizations. *Annual Review of Psychology*, 1980, 31, 22-72. Articles from 1971-79. (LBP)

Hawley, K. E. and Heinen, J. S. Compatibility and task group performance. *Human Relations*, 1979, 32, 579-590. Experimental study of performance of task groups suggests compatibility has doubtful relation to work group performance. (RFB)

Koch, J. L. Effects of goal specificity and performance of feedback to work groups on peer leadership, performance, and attitudes. *Human Relations*, 1979, 32, 819-840. Field experiment results in largely favorable outcomes of supplying specific goals and performance feedback. (RFB)

Madison, D. L. et al. Organizational politics: An exploration of managers' perceptions. *Human Relations*, 1980, 33, 79-100. Interviews with managers of thirty business organizations dealt with occasions for and the values of outcomes of organizational politics. (RFB)

Ronen, S., Kraut, A. I., Lingoes, J. C., & Aranya, N. A nonmetric scaling approach to taxonomies of employee motivation. *Multivariate Behavioral Research*, 1979, 14, 387-401. Smallest space analysis of ratings of importance of goals supports intrinsic-extrinsic dimension but also favors Maslow's more complex taxonomy. (RFB)

Wiemann, J. M. and Backlund, P. Current theory and research in communicative competence. *Review of Educational Research*, 1980, 50, 1, 185-199. Reports recent research on definition and dimensions of competence in communication and research strategies. (LBP)

## PUBLIC RELATIONS COMMITTEE REPORT

JERRY NIVEN

Foremost among the objectives of the Committee this year was providing identified target groups with a greater awareness of the activities and contributions of I/O psychologists. These groups included undergraduates in psychology, graduate students in I/O or OB programs, the business community, and governmental agencies. Organizations within these broad groups were contacted and informed of the availability of Division 14 members as speakers. Another article in this issue of *TIP* lists the names of Division members who participated in this activity.

A second objective was to inform the undergraduate student of psychology of career opportunities in I/O psychology. The booklet describing these opportunities, which is periodically updated by the Committee, was sent to all active Psi Chi chapters, together with the invitation to utilize Division members in chapter meetings.

Another Division publication, "The Industrial Organizational Psychologist" which outlines the areas, roles and practices of I/O psychology, was updated during the year. Copies were made available to APA for distribution as well as by Secretary/Treasurer **Lew Albright** for members requesting this brochure.

A topical outline for use in making presentations to undergraduates was prepared and is available from the Committee Chair. A comparable document for business or governmental audiences is under development and will be available next fall.

## ASSESSMENT CENTER HAPPENINGS

JOEL MOSES

### International Congress

The 8th International Congress on the Assessment Center Method, held June 4-6, 1980 in Toronto, Canada was an outstanding event. So, many Division 14'ers were there that it seemed like a mini APA meeting. Over 140 scientists and practitioners attended the meeting which featured research reports, paper sessions and innovative examples of assessment in the 80's. A large international contingent added to the flavor of this Congress.

A total of 30 different sessions were held and it is impossible to do justice to the Congress in a few paragraphs. Some of the featured presentations were:

- **Bill Byham's** review of new research findings on assessment.
- **Steve Cohen's** development of a case study of assessment center practice.
- **Jon Bentz's** analysis of assessment center research at Sears.
- **Dick Ritchie's** review of the progress of the AT&T Management Assessment Candidates 6 years after the consent decree.
- **Milt Hakel's** analysis of research applications to assessment in the '80's.
- **Gini Boehm's** review of issues in program evaluation.

The meetings were extremely well attended, the content of the presentations was most informative and the Congress truly was an international sharing of ideas, practices and issues. For information on next year's Congress contact **Jim Huck (213 646-4985)**.

### Assessment and Litigation

**Bill Byham** has put together an excellent review of legal cases and opinions dealing with both assessment centers and content validity issues. The review features 18 cases and summarizes major issues and provides appropriate court rulings. It is a most useful and timely document, reviewing all relevant cases up to January of 1980. Copies (at \$9 each) can be obtained from **Bill (412 257-0600)**.

### Journal of Assessment Center Technology

The next issue of the *Journal* will be devoted to assessor training issues. The current issue features a bibliography of over 500 assessment center articles that have been published. Contact **Steve Cohen (305 671-0655)** for information and subscriptions.

### APA Workshop

**Len Slivinski** will put on an Assessment Center Workshop at APA. Len's approach to assessment is pragmatic, empirical and quite exciting. If you haven't heard his views on how he makes the Canadian Government run, be sure to attend his workshop in Montreal. I'm looking forward to seeing many of you at the Convention as well.

## Content Validity: The Impact of Three Recent Decisions\*

RICHARD S. BARRETT

I am the unnamed Division 14 member who testified regarding content validity in the three cases summarized by Sharf in the May '80 *TIP* and who also assisted the government in preparing both the *Uniform Guidelines* and the *Questions and Answers*. I consider Sharf's summary to be both accurate and informative, but I disagree with his pessimistic suggestion that, "These adverse decisions show a trend which relegates content validity for use only when setting minimum employment standards..."

In *Louisville Black Police Officers v. Louisville* the Court held that the selection test was content valid, but could not be used to rank candidates. In *Firefighter's Institute for Racial Equality v. St. Louis* and *U.S. v. State of New York* (New York State Police) the Courts held that the tests were not content valid.

These decisions bear on several points that are central to a demonstration of content validity and the use of content valid tests. A discussion of these points follows:

1) *The relationship between the selection procedure and the work performed on the job.* In an earlier decision regarding the job analyses used to develop the St. Louis Fire Department examination, the Circuit Court made these comments about the need to show the relationship between the selection procedure and work behaviors:

The district court concluded, and this Court does not challenge the finding, that Dr. O'Leary's analysis of the fire captain's job was thorough and complete.

It is in fact the fatal flaw in the validation study that the test Dr. O'Leary devised did not reflect his findings in the job analysis. The captain's exam admittedly failed to test the one major job attribute that separates a firefighter from a fire captain, that of supervisory ability.

The Court in *Louisville* found the *Multijurisdictional Police Examination 165.1* prepared by the Educational Testing Service to be content valid, commenting:

As Dr. Barrett pointed out, the nexus between that type of police duty [responding to routine calls for assistance] and the fine knowledge of a series of words [measured by a verbal comprehension subtest] is a rather nebulous one. However, Dr. Barrett did not, to the Court's satisfaction demonstrate that the remainder of the test was measuring for constructs rather than content..."

Below are reproduced the definitions of two of the test content areas, taken from the report of the Educational Testing Service.

### Semantic Ordering

Ordering of a semantic material into the most meaningful or best sequence. Starting point or goal may or may not be provided.

\*This article is about one-half as long as the original, which was cut at the request of the editor. Anyone may have a copy of the original, complete with references, by writing to the author at 5 Riverview Place, Hastings-on-Hudson, N.Y. 10706. A self addressed envelope with 41¢ postage will expedite delivery.

### Memory for Relationships

Remembering logical connections or meaningful relationships among previously learned items of information (e.g. mathematical formulas, operating procedures).

In finding that the New York State *Examination for Trooper* did not meet the standards of the profession or of the *Uniform Guidelines*, the Court noted:

In the N.Y.S.P. development of the 1975 trooper examination, a definition of job tasks and responsibilities is not documented.

2) *The efficacy of written tests for simulating complex behavior.* The Appeals Court in *St. Louis* commented on

"a fire-scene simulation, in which the candidates were shown slides of a large fire and were asked to respond in writing to questions regarding their observations and what orders they might give."

The fire scene simulation, like the multiple choice examination, cannot avoid testing the candidate's proficiency in the written exercise of verbal skills which is certainly not a critical or necessary job behavior for a fire captain. The candidates may be very proficient at assessing the scene of a fire and issuing the appropriate oral orders but ineffectual in communicating those orders in writing.

The instructions for *Examination for Trooper* developed by the U.S. Civil Service Commission for the New York State Police state: "Part II of the examination consists of 22 police situations...you are being asked to determine the *BEST* and *WORST* ways to handle each situation." The Court said:

The...examination...was a situations test which, in essence, sought "will do" responses to situations that normally do not occur behind a desk. The fact that someone selects a particular course of action as appropriate on such an examination does not mean that the same course of action would be followed by that individual under different circumstances in a real life situation. Certainly, in such situations, an individual would not consider and determine what would be the worst course of action to be followed.

An example of one of the original situations and set of alternative responses taken from the final draft report is presented below.

You are a Trooper working on the State Thruway and stop a car for speeding. As you are obtaining the license and registration from the motorist, another car, containing six occupants, two of whom are children, pull up behind the first car and stop. Three of the adults from this car run from the car and assault you, knocking you to the ground. They take your revolver and begin to kick you repeatedly.

- ☐ 1. When a passing motorist stops, ask him to come to your rescue.
- ☐ 2. Yell at passing motorists to call station for help.
- ☐ 3. Remain silent on the ground and pretend you are unconscious.
- ☐ 4. Ask the motorist whom you originally stopped to help you fight them.
- ☐ 5. Yell at passing motorists to stop and help.
- ☐ 6. When a passing motorist stops, ask him to call for help.
- ☐ 7. When a passing motorist stops, yell to him to go on because they have your gun.

3) *The standards for using a selection procedure to rank order candidates.* The Appeals Court in *St. Louis Fire* described the test construction process in detail and concluded that because the test relied on "a relatively small number of items to rank the candidates," it could not be used for that purpose.

The Court in *State of New York* (Police Department) described the test construction procedure and the results of the administration in detail and concluded, because of the small spread of scores:

that only a small deviation from the responses deemed the best and the worst on the written examination would mean rejection.

The Court then described the testimony of a senior investigator who had helped to prepare the Examination:

When asked what would be the most appropriate response [to one item], he selected an alternative that had a key value significantly lower than the response deemed by the scoring key to be the best response. A deviation of that magnitude on a single answer out of a total of 38 answers scored on the examination leaves some doubt as to whether he would have passed the examination given the cutoff point utilized by the N.Y.S.P.

As a result of combining the scores on the written examination with scores of a Physical Performance Test (on which women performed poorly), of the 22,000 candidates who applied the highest scoring woman was number 1726 on the list. Since at most a few hundred troopers are selected each year, there was no likelihood that even one woman would have been chosen. In enjoining the use of the PPT, the Court noted:

No evidence has been offered by the defendants showing that women cannot satisfactorily perform the job of trooper. As shown by the evidence, women have functioned well on patrol in other state police forces and there is no indication that the women now on the New York State Police force are not performing as well as their male counterparts.

The Court in *St. Louis Fire* enjoined the use of the test for ranking after considering the significant under-representation of blacks but did not explain why it "believes that Title VII requires that the ranking method not be used with respect to black applicants who have achieved a passing grade..."

4) *The use of lay personnel to conduct a worker oriented job analysis and to write tests.* The test used in *St. Louis* was constructed by a panel of Fire Captains and senior fire department officials. (In *St. Louis*, the Captain is the first line supervisor of the firefighter.) Captain Daniel Austin, the only black Captain in *St. Louis* at the time was ordered to serve on the panel over his protests that he had no expertise in test construction, and that he was not qualified to build a test. The Court said that the resulting test was deficient in several technical respects and criticized the test items themselves:

For example, Questions 126 and 130 require knowledge of the diameter of certain water mains and of the number of pumping stations in *St. Louis*, and Questions 62 and 63 require knowledge of certain elements of window and stair construction. Captain Austin testified that these are not items of knowledge which are necessary for the performance of a fire captain's duties. Examples of questions of which technical criticisms were made include Question 90, which refers to the phases of a fire in terms that Captain Austin testified are not commonly used by fire captains, and Question 86, which contains double negatives that make it difficult to comprehend.

The Job Analysis Detail used by the U.S. Civil Service Commission generated 1466 job elements for the *Examination for Trooper* in New York State which were reduced to 547 by combining similar elements, and discarding those judged to be inappropriate for use in developing the selection procedure. Those which passed the review include: "Be a good listener," "Have empathy," "Have honesty," "Ability to organize," "Willingness to mask prejudices," "Ability to resist temptation," "Have no unsavory associates," and "Have a good sense of smell." Among those rejected on review are, "No

bedwetting," "Compassion," "Gift of gab," and "Be male."

The Court concluded that "...the job analysis for the position of trooper did not study the tasks and duties associated with the job of trooper..."

#### Summary

Three courts have made significant rulings based on the *Uniform Guidelines* about the development and use of tests that are designed to be content valid. I have presented information from reports and court decisions which, I hope, permit the reader to judge whether the decisions unreasonably restrict the application of content validity or leave intact the sound application of truly content valid measures.

## Division 14 Speaks Out

A major part of the effort of the Public Relations Committee this past year has been to identify opportunities for Division 14 members to describe the contributions and activities of I/O psychologists. President **Mary Tenoppy** will be the keynote speaker at the forthcoming annual meeting of the International Personnel Management Association. Many Psi Chi chapters have requested speakers. The American Society for Personnel Administration has requested speakers for chapter meetings, workshops, and their annual meeting. A number of graduate schools offering I/O and OB programs have also utilized Division 14 as a presentation resource.

Listed below are the names of Division members who have either made presentations to one of the groups above, have indicated their willingness to serve as a speaker or have assisted in arranging for speakers. In compiling such a list, some members may be unfortunately overlooked. **Jerry Niven**, the current Public Relations Chair, would appreciate receiving the names of other Division 14 members who participated in events representing the Division and I/O psychology. The Committee is appreciative of the enthusiastic cooperation it has received!

Lew Albright  
Jack Bartlett  
Brent Baxter  
John Bernardin  
Len Berger  
Tom Bigoness  
Milton Blood  
David Bowans  
Wayne Cascio  
Ed Cornelius  
Ron Crain  
Angelo De Nisi  
Sam Dubin  
Guy Frazier  
von Haller Gilmer  
Al Glickman  
Dave Grigsby  
Madeline Heilman  
Dick Jeanneret  
Tom Jerdee  
Mark Jones

Jeffery Kane  
Mickey Kavanagh  
Judi Komaki  
David Lacey  
Irv Lane  
Frank Landy  
Jack Larsen  
Ed Loveland  
Howard Lockwood  
Harry Loveless  
J. W. Laurie  
Kevin Mossholder  
John Murray  
Art MacKinney  
Andy McGinley  
Bob Mecham  
Jerry Niven  
Jim Rodeghero  
Dave Reichl  
Tony Rucci

Bill Roskind  
Ben Schneider  
Paul Sparks  
Joseph Sgro  
Bill Sauser  
Arthur Sweney  
Jim Sharf  
Mel Sorcher  
Rogers Taylor  
Paul Thayer  
Bill Townsend  
George Thornton  
Mary Tenoppy  
Bob Vance  
Dennis Warmke  
Frank Walker  
Steve Wonder  
David Whetten  
Mike York  
Shelly Zedeck

## APPLIED BEHAVIOR ANALYSIS

JUDI KOMAKI

A symposium titled "Applied Behavior Analysis in the Military" is scheduled for the APA convention in Montreal this year. Co-sponsored by Divisions 25 (Experimental Analysis of Behavior) and 19 (Military Psychology), the symposium includes descriptions of two large field experiments in the areas of basic training (**Bill Dattel**) and preventive maintenance (**Judi Komaki**), an application of backward shaping in pilot training (**Jon Bailey**), and two diagnostic tools potentially useful in the selection of appropriate reward strategies (**George Lawton**, **Bert Spector**). I hope you'll join us Wednesday at 10 a.m. in the Cote St. Luc at the Hotel Bonaventure. In any event, I'll look forward to seeing you in Montreal. In the meantime, if you have any suggestions or comments for future columns, please let me know. As always, I can be contacted at **Georgia Tech, Engineering Experiment Station, Atlanta, Georgia 30332, (404) 894-3844**.

## 1980 WALLACE AWARD

GINI BOEHM

The 1980 S. Rains Wallace Dissertation Award will be presented to **Marino S. Basadur**, a graduate of the University of Cincinnati, at the convention in Montreal. Dr. Basadur's dissertation, "Training in creative problem solving: Effects on deferred judgment and problem finding and solving in an industrial research organization" describes an innovative training program and an excellently designed evaluation of it.

Dr. Basadur will present an address based on his dissertation at the convention. He will be introduced by his advisor, **George Graen**. Yes, it is possible to evaluate training, even in a subject like creativity! Plan now on attending this year's Wallace address and learn how Min Basadur did it.

See you there.

## EEO Cases

A comprehensive annotated bibliography of Federal Appeals Court and Supreme Court cases related to employment decisions has been compiled by **Wayne Cascio** and **John Bernardin**. The report covers all cases from Griggs v. Duke Power Co. (1971) to January, 1980. Each annotation contains the following: a) Case reference, b) Source of case (e.g., Title VII) and outcome, c) Critical issues cited as the basis for the decision, d) Evidence of adverse impact, e) Evidence of job-relatedness or validity, f) Type of selection procedure (if applicable), g) Factors impacting on the decision (e.g., affirmative action posture), h) Effects of expert testimony, and i) Implications for personnel policy.

The report is 320 pages in length and can be obtained for the cost of photocopying (\$6.50) and mailing (\$1.50) or \$8 from **Wayne Cascio, School of Business and Organizational Sciences, Florida International University, Tamiami Trail, Miami, Florida 33199**.



## GOVERNMENT RESEARCH ACTIVITIES

LAUREL WEBER OLIVER

Steve Norton has informed me of the active research program going on in the Civilian Personnel Division of the Aeronautical Systems Division (Air Force Systems Command) at Wright-Patterson Air Force Base. Steve, who is Chief Psychologist of the Human Resources Center there, thought readers of this column might be particularly interested in the assessment center work he and his colleagues are doing in upward mobility programs. Traditionally, the assessment center approach has been used to predict managerial talent. At Wright-Patterson, the Aeronautical Systems Division (ASD) has used an assessment center in an upward mobility program. The purpose of upward mobility programs is to allow current employees to compete effectively for positions leading to higher-level progression. The selection criteria emphasize job-related factors rather than academic content. Before upward mobility programs came into existence, professional jobs in the federal government were generally filled by candidates with appropriate formal education. The Professional and Administrative Careers Examination (PACE) was also used as a selection tool for many positions. Such selection devices are reasonably effective, but limit advancement opportunities for non-professional employees and also tend to have an adverse impact upon members of minority groups.

An ASD upward mobility program, the "Internal PACE Program," has used an assessment center with 102 candidates. The first step in the development of the assessment center was a job analysis of target jobs. The researchers identified 34 common job series (such as program analyst, contract specialist, etc.) as most likely to be filled through the Internal PACE program and reviewed the job descriptions for these jobs to develop a list of tasks and dimensions which were discussed (in group meetings) with supervisors and senior incumbents of the jobs. A random sample of supervisors and senior incumbents then rated the criticality of each task and dimension. Eventually, nine tasks (e.g., writing, negotiating and selling ideas, briefing individuals and groups) and 14 dimensions (e.g., judgment, leadership, work output) were selected for assessment. The researchers developed four simulations and a background interview which incorporated the critical tasks and allowed the critical dimensions to be observed and assessed. These procedures are briefly described below.

(1) The "Group Exercise" is a simulation in which the candidates are department chairs in a high school and must work together as a group to decide how to deal with a budget surplus. (2) In the "New Supervisor" simulation, the candidate prepares a report for a new supervisor who will take over a department. (3) For the "Briefing" simulation, each candidate briefs results of the "New Supervisor" analysis to an assessor who role plays the boss of an incoming new supervisor. (4) In the "Complaint Exercise" simulation, the candidate prepares the correspondence to deal with a student complaint in accordance with a policy that is similar to government policy. (5) Also included is a "Background Interview" in which assessors carefully question candidates about certain aspects of their job performance and about how they have planned their careers. Five "senior assessors" with extensive

assessment center experience participated with the researchers as co-trainers. The trainers trained high level civilian (18 persons in grades GS 13-15) and military (three Lieutenant Colonels) assessors. In each assessment center, a team of three assessors, working with groups of six candidates, spent two days in the simulations, assessor discussions, and report-writing. Each of the three assessors rated the candidate (on a one-to-five scale) on the dimensions assessed in the various simulations and also made a final rating on each of the 14 dimensions. In addition, the three assessors also reached a consensus on an "Overall Assessment of Potential" for each candidate. Candidates and assessors completed questionnaires which assessed their reactions to the assessment center.

The researchers report that the utility of the assessment center approach is supported by three types of evidence: the job analysis procedure, statistical analysis, and the positive reactions of candidates and assessors to the assessment process. The statistical evidence included examination of means and intercorrelations, an analysis of inter-rater reliability, a factor analysis, a multiple regression of the ratings against the Overall Assessment of Potential, and correlations of the assessment ratings with the PACE and with supervisors' ratings. A paper describing these results which was presented at the Eighth International Congress on the Assessment Center Method is available from Steven D. Norton, ASD/DPCH, Wright-Patterson Air Force Base, Ohio 45433. Phone: (513) 255-3504/5654 or AUTOVON 785-3504/5654.

Government researchers, we still want to hear about your activities. Write me at the Army Research Institute, 5001 Eisenhower Avenue, Alexandria, VA 22333 or call (202) 274-8293 (AUTOVON 284-8293).

## Questions—Answers(?)

(EDITOR'S NOTE: The following are three selected questions the U.S. Senate Appropriations Subcommittee recently asked the Office of Personnel Management (OPM) to answer. TIP will gladly process your suggested replies.)

**Question:** What research has OPM—or agencies—done to determine whether the alternative selection procedures show the same strong correlation (as OPM tests) between performance on the selection procedures and subsequent job performance?

**Question:** If the same strong correlation is not shown, or if OPM doesn't know whether the alternatives are highly predictive of job performance how can OPM be sure that, to the maximum extent possible, the Government is hiring the most qualified applicants?

**Question:** I seem to recall an OPM press release dated March 1, 1979, which said that the U.S. GNP could jump by as much as \$100 billion a year if employers used more valid procedures for selecting employees. Shouldn't the Federal Government be a leader in this area and use screening and selections instruments which have the highest predictive value?

## I/O STUDENTS

DEBORAH A. LAUER

As one of my colleagues at Tennessee commented, I did a lot of "preaching" in the last issue of *TIP* about not having any information to write. So, it's gratifying that in this issue there is news to report. The First National Conference of Graduate Students in I/O Psychology and Organizational Behavior was held from April 4-6 at Ohio State University. The steering committee of the conference did an excellent job of organizing the conference and I believe I speak for the students who attended by saying that the conference was both informative and enjoyable. It was interesting and beneficial for me to learn about others research and I would also like to thank those individuals who provided me with feedback regarding my research interests. The "highlight" of the conference was observing "organizational" psychologists trying to get organized to go to dinner—an example of master planning. All in all, I believe everyone had a good time and not only met future colleagues, but also made some new friends. I'm looking forward to seeing some of you in Montreal.

**Mike Fitzgerald** of Michigan State University has sent me some news of activities there. **Ronni Meritt** and **Mike Fitzgerald** are involved in a validation study of the National Association of Secondary School Principals conducted by **Neal Schmitt**. The center was developed several years ago under the direction of **Thomas A. Jeswald**, then chairperson of Division 14 Public Policy and Social Issues. **M.L.**, a second year I/O student at Michigan State, has received an HEW grant through the Bio-Medical Sciences program at MSU to study job stress. This research is the basis of her master's thesis and involves collecting data on the correlates of stress among employees of 40 different restaurants in the Lansing area. **Tom Mitchell** and **Russell Barnes** (fourth and first year I/O students, respectively) are involved in a three year research project funded by The Office of Naval Research. The focus is on examining the effects of early organizational experiences of new employees on subsequent interaction/participation/involvement and turnover. Data are presently being collected at MSU and other Lansing-area organizations (retail stores, hospitals) have also expressed interest in being included. **Ben Schneider** is the project director. Other news of interest at Michigan State include the revamping of curriculum offerings by the I/O interest group and the retirement of **Carl Frost**, a valuable resource to all the I/O graduate students at Michigan State. Frost will retire in June.

In closing, thanks to Mike Fitzgerald for sending me the Michigan State information. I'm looking forward to seeing some of you in Montreal. Any information you wish to be included in this column should be sent to me by **September 1, 1980** at the following address: **413 Stokely Management Center, The University of Tennessee, Knoxville, TN, 37916.**

## Meetings: Past and Future

**1) Scientists/Practitioners:** Approximately 75 scientists/practitioners met in Virginia Beach on April 24-25 for the "First Annual Scientist-Practitioner Conference in Industrial-Organizational Psychology." The conference, sponsored by the Department of Psychology of Old Dominion University, focused on current research and practice in performance appraisal. According to the conference coordinators, **Bob Vance** and **Mickey Kavanagh**, both the day and night sessions received 10s. In spite of the lure of ocean waves and other beach attractions, the program managed to hold the attention of the audience. The conference lasted two days, with the first day devoted more to research and the second more to practice. The major emphasis of the conference was the examination of the difficulties in the application of research findings to applied settings.

Each day consisted of two formal sessions. The morning session on the first day, "Performance Measurement and Rating Errors," featured papers by **Wally Borman**, **John Cone**, and **Jeff Kane**, with **Dennis Warmke** as the discussant. The afternoon session covered "Rater Training, Performance Feedback, and the Appraisal Interview" and featured **John Bernardin** and **Dan Ilgen** as presentors with **Jim Farr** as the discussant. The evening session was devoted to tomfoolery.

The second day dawned bright and sunshine glistened across the ocean, beckoning attendees to a day of leisure. However, the conference had to continue. The morning session featured **Wayne Cascio**, who spoke on "Impact on Performance Appraisal Litigation on Scientists and Practitioners." **Shelly Zedeck** and **Milt Hakel** served as discussants for this session, which proved to be the most lively one of the conference. The afternoon session was on "Evaluation of Performance Systems," and featured papers by **Mickey Kavanagh** and **Mark Jones** with **Jack Duffy** and **Marshall Sashkin** serving as discussants. The afternoon session concluded with thank-yous and a farewell from **Ray Kirby**, Department Chairman, and a promise for an equally good conference next year. The evening session, for those who remained, was very stimulating, featuring informal discussions and tournaments until exhaustion occurred.

The conference papers and discussants' comments are currently being edited by Bob and Mickey, and should be available in book form this Fall. Although pricing information is not yet available, orders for copies can be sent to: **Michael J. Kavanagh, Performance Assessment Laboratory, Old Dominion University, Norfolk, VA 23508.**

(Editor's Note: This review was written by **Mickey Kavanagh**.)

**2) First National Conference of Graduate Students in I/O & OB:** Over 100 graduate students, representing more than twenty programs in Industrial/Organizational Psychology and Organizational Behavior participated in the first National Conference on April 4, 5, and 6, 1980, in Columbus, Ohio. Total attendance, including faculty, organizational representatives, spouses, and undergraduate students was approximately 225 persons. The conference was hosted by students from the I/O and OB programs at The Ohio State University.

The three-day conference included 25 program sessions featuring student research and theory papers, symposia, workshops, and discussions. Session topics ranged from "Historical Perspectives" to "Innovative Methodology."

**Mary Tenopyr**, president of APA Division 14, presented the opening address, "Validation Concepts in the Political World." Tenopyr reflected on current professional practice in test validation, and chronicled the mounting opposition to personnel testing.

**Benjamin Schneider**, John A. Hannah Professor of Organizational Behavior at Michigan State University, delivered his keynote address, "The Climate for Service in Banks: Employee and Customer Views." Schneider used this research to highlight the opportunities and challenges of research and practice in non-manufacturing-type organizations, and suggested a trend in our profession toward greater attention to service organizations as objects of study and arenas for practice.

The conference offered a variety of professional development opportunities in the form of workshops and special sessions such as "Using the Position Analysis Questionnaire," by **Robert Mecham** and **P. R. Jeanneret**; "Teaching Organizational Behavior," by **David Whetten**; "Consulting in the 80's," by **David Hofrichter**; and a panel discussion by employers of Ph.D.-level I/O and OB professionals.

Two conference participants will receive "Outstanding Program Contribution awards, and present their award-winning work at the 88th Annual APA Convention in Montreal. The host of the 2nd Annual Conference of Graduate Students in I/O and OB will also be announced at the Montreal session.

The Steering Committee of the First National Conference encourages bids from programs which wish to host the Second Annual Conference. To be considered as a possible host site, a program should submit the names of a six-member Steering Committee and a description of facilities and institutional support available to the conference at their school. To submit a bid, or to receive more information on the bidding process, contact: **I/O-OB Conference, Personnel Research Center, Department of Psychology, 404-C West 17th Avenue, Columbus, Ohio 43201, (614) 422-2367 or (614) 235-9551.**

The *Proceedings* of the Conference, published in mid-Summer, are being distributed to Conference sponsors and participants. Copies of the Conference *Proceedings* are available for purchase.

(Editor's Note: This review was written by **David Van de Voort**.)

**3) Position Analysis Questionnaire (PAQ) Workshop:** Nov. 11-14, 1980, Chicago Marriott Hotel, Chicago. For information write to: **Robert C. Mecham, PAQ Services, 1625 N. 1000 E., Logan, Utah 84321.**

**4) The Division 14 Workshop;** August 31, 1980, Montreal. See the May issue of *TIP* for details and registration form.

**5) APA Convention,** September 1-5, 1980, Montreal. See this issue for details of Division 14's program.

## AD HOC STATE AFFAIRS COMMITTEE

**BILL HOWELL**

The initial returns from our state contacts suggest that many states are in the process of reviewing their rules for licensing and/or certification, particularly in the area of credentialing (i.e. what it takes to qualify). Since a key element in such qualifications is always education, decisions made will undoubtedly have an impact on academic programs as well as the aspirants to licensure.

Unfortunately, we find, the principal source of input in most states is the State Psychological Association, an organization with which I/O (and many other non-health-care) psychologists tend to have little contact. Moreover, both the State Boards and the State Associations seem to be patterning their recommendations after a rather interesting document recently promulgated by a steering committee on "education and credentialing." What is interesting about it is that (a) there was no I/O representation on the steering committee, and (b) while billed as a "proposal," the document (*Education and Credentialing in Psychology*) looks—and is being used as—a fully sanctioned product. In short, a lot more "steering" is going on than one usually associates with a committee of that name—and I/O psychologists in the various states are among those inadvertently and often unwittingly along for the ride! While there is much in the "proposal" that might offend individuals, the most generally abhorrent provision is that specifying clinical-type supervised experience.

Even though our information is far from complete, several conclusions seem to be emerging. First, I/O psychologists in the states must organize (or at least communicate with one another) if they hope to have their voice heard. Those states where some organization has been undertaken have found it possible to get a hearing—in some cases, even a sympathetic one—from Boards or State Associations. Texas, Michigan, New Mexico, and a Colorado-Wyoming combine are among those most recently moving in this direction. The Houston area group, HAIOP, has 70 members and is getting a lot of attention from state officialdom.

Second, it is the case in many states that the only way I/O can have much input is through the State Association. That is generally the only route to representation on the Board or on committees that review legislation. Thus, if I/O groups form, they should seek ways to influence or become involved in Association affairs.

Finally, the one great fear most Boards and Associations share is the threat of losing control (as through "sunsetting"). In some cases the mere prospect of dissident groups confusing the legislators on matters of psychological practice and definition is enough to elicit a very rapid change of attitude in the more intransigent controlling factions. We are, of course, not *advocating* any such tactics; we merely note their existence.

This Committee hopes to contact the Div. 14 membership in each state within the next few months in an effort to update their information on the situation in their area, to encourage their involvement in self-preservation activities, and to offer what help we can as needed.



## POSITIONS AVAILABLE

LARRY FOGLI

- (1) University of Maryland: Tenure track position in the Industrial/Organizational Psychology Program of the Department of Psychology, beginning Fall 1981. At the present time, this position is funded at the Assistant or beginning Associate Professor level. However, there is a possibility that increased funding will permit consideration of candidates at the full Professor level. Thus, we encourage applicants at all ranks. The Industrial/Organizational faculty is committed to high quality research and an instructional program which emphasizes the breadth of content, theories and methods in Industrial/Organizational Psychology. Strong emphasis will be given to applicants who increase this breadth and to those who conduct research in organizational settings, combining research and teaching by working with research teams that include graduate students. All faculty teach both graduate and undergraduate students and supervise student research. The University of Maryland actively subscribes to a policy of equal educational and employment opportunities. Applicants are invited to send vitae and a list of three references to: **Dr. C. J. Bartlett, Chair; I/O Search Committee; Department of Psychology; University of Maryland; College Park, Maryland 20742.** For best consideration, applications should be received by December 1, 1980.
- (2) Department of Administrative Sciences at the Naval Postgraduate School has an opening (tenure track) for an assistant or associate professor in industrial psychology and personnel management. PhD in psychology or DBA with personnel specialization is required. Applicant should be strong in traditional personnel areas, proficient in quantitative techniques utilizing large data bases, and have demonstrated teaching and research skills. Experience with military manpower/personnel systems is desirable. Teaching is at the graduate level, and generous research opportunities are available. Salary is competitive. Visiting professor opportunities also exist. Send vita to **Prof. Carl R. Jones, Chairman, Dept. of Administrative Sciences, Naval Postgraduate School, Monterey, CA 93940.** Affirmative Action/Equal Employment Opportunity employer.
- (3) Individual sought to head the City of Cincinnati Civil Service Commission testing program. Position requires a thorough knowledge of statistical methods, test construction, test validation, test research and psychometrics including knowledge of fair employment practices and concepts of test fairness and differential validity. Knowledge of computer system capabilities relating to various examination applications and knowledge of Federal Uniform Guidelines for Employee Selection Procedures and awareness of court cases and legislation involving employment selection are desirable. Supervisory experience desirable. Applicants must have a Ph.D. in Industrial Psychology. Licensing required in reasonable time. Salary appointment range \$26,750 to \$33,000. Interested applicants should submit their resumes and transcripts to **William K. Clark, Civil Service Commission, Room 215-City Hall, Cincinnati, Ohio 45202, (513) 352-3253.** An Equal Opportunity/Affirmative Action Employer.
- (4) Medina & Thompson, Inc., a firm of management consulting psychologists, is seeking psychologists for consulting with middle and upper management in the U.S. and abroad. Responsibilities include evaluation, counseling, group work and conducting workshop/seminars. Contact **Dr. Robert F. Medina at Medina & Thompson, Inc., 100 South Wacker Drive, Chicago, 60606.** Telephone: 312-372-1804.

- 5) North Texas State University has an opening for an Industrial-Organizational psychologist at the associate or advanced assistant level. Duties will involve teaching graduate and undergraduate courses, supervising thesis and dissertation research and developing practicum and internships for graduate I/O students. A pro-research orientation is a must. An important aspect of this position will be the opportunity to develop an integrated clinical-industrial doctorate (including new courses) within the framework of the present clinical Ph.D. program (APA approved). To this end, we are seeking an I/O psychologist with clinical and/or applied group experience, or a clinical or applied social psychologist with a strong I/O background. Salary (nine months) is \$18,000-\$25,000 depending on experience. Contact **Dr. Douglas Johnson, Department of Psychology, P.O. Box 13587, North Texas State University, Denton, Texas 76203.** Phone 817/788-2672.
- 6) The Department of Psychology at the University of Waterloo has an opening in *Industrial/Organizational Psychology* at the Assistant Professor level. We are especially interested in applicants with competence and interests in organizational behavior but will consider applicants in all areas of I/O. Regardless of area of specialization applicants should show considerable promise as a scholar and a commitment to the development of an active and sustained research program. In addition to research, responsibilities include teaching at both the graduate and undergraduate levels and supervision of student research. The person hired will have a unique opportunity to be a significant figure in the development of a Ph.D. program in I/O as well as contribute to an on-going Master of Applied Science program in I/O. There are faculty in existing well-recognized programs (e.g., in social, clinical, perception and M.A.Sc. industrial) whose research and teaching interests will contribute to the establishing of the doctoral program in I/O. The salary is competitive; final appointment depends on availability of funds. Persons eligible for employment in Canada at the time of application will receive first consideration. Applications will be accepted until the position is filled; to ensure consideration all material should be available by 1 November 80. Applicants should submit a complete *vita* and samples of scholarly work (e.g., reprints, preprints, thesis), and see that at least three letters of recommendation are sent directly to **Dr. T. Gary Waller, Chairman, Department of Psychology, University of Waterloo, Waterloo, Ontario, Canada, N2L 3G1.**

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The **Industrial-Organizational Psychologist** is the official newsletter of the Division of Industrial-Organizational Psychology, American Psychological Association. As such, it is distributed four times a year to the entire membership, now numbering in excess of 2000. This group includes both academics and professional-practitioners in the field. In addition, **TIP** is distributed to foreign affiliates, graduate students, and to the leaders of the American Psychological Association generally. Present distribution is approximately 3000 copies per issue.

Advertising may be purchased in **TIP** in units as small as the half-page and up to double-page spreads. In addition, "position available" ads are available at the charge of \$25.00 per position. For information, or for placement of ads or listing of positions, write to **Larry Fogli, Institute of Industrial Relations, University of California, Berkeley, CA 94720.**

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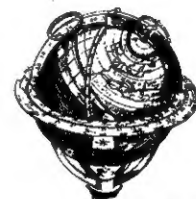
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